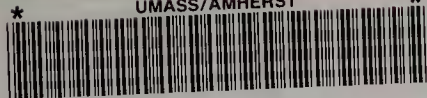


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MASSACHUSETTS

STATE PLAN
FOR
VOCATIONAL EDUCATION

FOR
FISCAL YEARS 1989 - 1990



Massachusetts
Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

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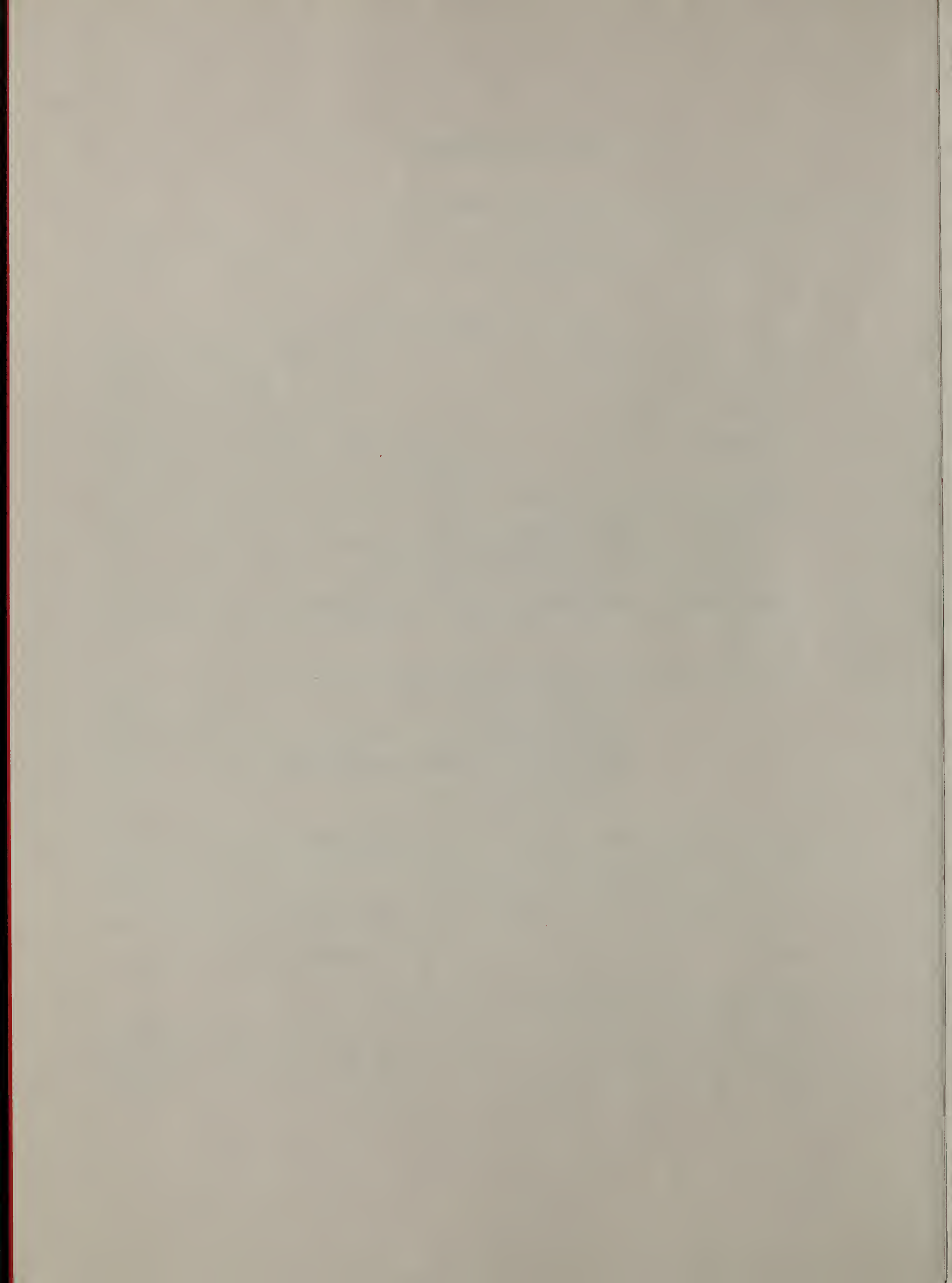
The Division of Occupational Education
David F. Cronin, Associate Commissioner

The Massachusetts Department of Education ensures equal employment/education opportunities/affirmative action regardless of race, color, creed, national origin or sex, in compliance with Title IX, or handicap, in compliance with section 504.

For additional copies of this Report, contact the Bureau of Planning, Research and Evaluation, Division of Occupational Education at (617) 770-7384.

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INTRODUCTORY STATEMENT

The Massachusetts State Plan For Vocational Education is a document that is intended to serve several purposes:

- a. To meet the requirements of the Carl D. Perkins Vocational Education Act (Public Law 98-524) and thereby remain eligible as a state to receive federal vocational education funds;
- b. To focus planning for vocational education in Massachusetts and to establish a coordinated set of activities to meet the needs identified in a comprehensive statewide assessment; and
- c. To inform the public of the programs and services provided to Massachusetts residents through vocational education.

Although the State Plan is intended to satisfy the requirements of the federal vocational education act, it has been developed in the context of the needs of Massachusetts residents and the needs of the vocational education programs to be offered in the Commonwealth. The purpose of the Perkins Act is to encourage and assist states and local secondary and postsecondary institutions to plan and implement change in vocational education---to assist certain target populations to upgrade their skills and knowledge and to improve and expand quality programs and services.

Massachusetts has a long history in vocational education and one of the first and most detailed state laws for vocational education (General Laws Chapter 74). As a result, there are established facilities and support systems available to the residents of the state.

Vocational education in Massachusetts is a complex and varied entity. Although data is used in this Plan to describe vocational education, it might also be useful to consider the following examples of people served by these education programs:

High school students who learn academic, occupational, and related competencies;

Single parents and displaced homemakers who study in occupational programs at community colleges;

Youth in the custody of the Division of Youth Services (DYS) who explore several occupations in special afternoon programs at vocational schools;

Welfare clients who are recruited to participate in adult vocational education programs operated by community colleges or school districts;

7th and 8th grade students who explore occupations in special afternoon or summer programs;

Dislocated workers who move through an accelerated and customized vocational education and training program designed with private sector partners;

11th and 12th grade students in either vocational schools or comprehensive schools who utilize the applied learning process of the Principles of Technology program;

A group of inmates at a county house of correction who receive an adult basic education in conjunction with a vocational education program;

These very few examples serve to illustrate not only the variety of individuals and groups served by vocational education, but also the challenge of explaining the nature and extent of vocational education in Massachusetts.

There is a section in this State Plan that describes the Vocational Education Delivery System in Massachusetts (Part II,p.108) and the reader is referred to that section for further detail.

It may be helpful to know that several terms are used to identify the programs, services, and activities described in this Plan. Although complete agreement on these terms may not be possible, it may be useful to the reader to examine the definitions offered by federal and state sources as listed on the following pages.

Note: Questions about any information or material in this State Plan may be addressed to the Bureau of Planning, Research, and Evaluation, Division of Occupational Education, Massachusetts Department of Education, 1385 Hancock Street, Quincy, Massachusetts 02169.

DEFINITIONS

A. Excerpt From Public Law 98-524

"Vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations; marketing and distributive occupations; technical and emerging occupations; Modern industrial and agriculture arts; and trades and industrial occupations, or for additional preparation for a career in those fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. For purposes of this definition "organized education program" means only-

- (1) Instruction, including career guidance and counseling, related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from that training; and
- (2) The acquisition, including leasing, maintenance, and repair of instructional equipment, supplies, and teaching aids. The term does not mean construction, acquisition of initial equipment or buildings, or the acquisition or rental of land.

B. Excerpt from Chapter 74 Regulations Governing Vocational Education

The major goal of vocational education is to prepare students to seek, acquire and succeed in a specific trade, technical, or occupational field requiring specialized or technical skills for entry into that field. Vocational education must include programs, services and activities of high quality, realistic in light of actual or anticipated opportunities for gainful employment or entrepreneurship, and suited to the needs, interests and abilities of the persons to be served. Wherever feasible, actual work experience should be included as a component of the education program. These programs, services and activities must prepare a student to enter an occupation; or if the student is already a part of the labor market, upgrade or update his or her knowledge and skills or teach new skills with which to achieve stability or advancement in employment. Vocational education shall also give students the skills and attitudes necessary for self-employment.

C. Occupational Education

The term occupational education is used to encompass a variety of programs and courses that provide learning opportunities to students that range from career and life skills to specific occupational preparation. Business and office education, home economics, and industrial arts programs are part of occupational education and these programs are offered primarily in comprehensive schools. General Laws Chapter 71, Section 17, requires any city or town with more than 20,000 inhabitants to maintain a course in the manual (industrial arts) and household (home economics) arts.

AUTHORIZATION

Commonwealth of Massachusetts
Board of Education
Two Year State Plan
For
Vocational Education

1.1 Authorization

Public Law 98-524, Title I, Part B

"SEC.111.(a)(1) Any State desiring to participate in the vocational education program authorized by this act shall, consistent with State law, designate or establish a State board of vocational education which shall be the sole State agency responsible for the administration or the supervision of the State vocational education program. The responsibilities of the State board shall include-

- "(A) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this Act pursuant to section 113(b)(9); and
- "(B) the development, in consultation with the State council on vocational education, and the submission to the Secretary, of the State plan required by section 113 and by section 114;
- "(C) consultation with the State council established pursuant to section 112, and other appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under this Act;
- "(D) convening and meeting as a State board (consistent with State law and procedure for the conduct of such meetings) at such time as the State board determines necessary to carry out its functions under this Act, but not less than four times annually; and
- "(E) the adoption of such procedures as the State board considers necessary to implement State level coordination with the State job training coordinating council to encourage cooperation in the conduct of their respective programs.

The Massachusetts State Board of Education is the sole agency responsible for the administration of the State Plan and for the supervision of the administration thereof by local education agencies and has all the necessary power to manage the administration of the State Plan through the Department of Education. Throughout this plan, any reference to "State Board" refers to this official Board. (Legal Reference: Massachusetts General Laws, Chapter 15.)

The Massachusetts State Board of Education, by law, has planning and policy setting responsibility for occupational and vocational education for the Commonwealth. The State Board recognizes that it shares responsibility with school committees and postsecondary governing boards in its policy setting to provide leadership and direction for occupational and vocational education. In fact, the State Board and the Board of Regents of Higher Education published a revised Joint Policy on Occupational Education on November 26, 1986. The Joint Policy is intended to give direction to planning for collaboration and cooperation by identifying important areas of agreement between the two Boards regarding occupational education. A copy of the Joint Policy is available upon request from the Department of Education.

The State Board has accepted the challenge to afford all students interested in occupational programs with equal access to such programs regardless of race, color, sex, religion, national origin or special needs. The State Board has adopted a set of goals for education in Massachusetts and these goals relate to the learning experience of all students. A copy of the Goals for Education in Massachusetts is included in this plan.

It may be useful in the context of this State Plan for Vocational Education to provide further detail on the State Board's goal for occupational competence.

Occupational Competence

Education should provide each learner with the academic and vocational skills necessary for employment and continuing education, opportunities for career exploration and occupational guidance, and productive work habits that will enhance the capacity to adapt to changing conditions.

Occupational competence in our dynamic economy depends increasingly on one's ability to learn and to adapt to change. Strong academic preparation and effective, timely counseling for all students, in conjunction with high-quality occupational education and skills training programs, will prepare them for employment opportunities, career development, and continuing education. Each student should understand that academic skills and advanced knowledge are fundamental to success and mobility in the workplace, and schools should stress the interdependence of academic learning and vocational technical preparation. Schools should work in partnership with employers and community

agencies to develop career exploration opportunities and cooperative work programs, as well as job placements for students who seek immediate employment. Students should also be provided with occupational guidance to help them keep open their options in school and beyond, as well as to equip them to manage their early experiences in the job market.

Building students' occupational competence is a responsibility for schools at every grade level and in every program. Students should understand the nature of work and its importance in their lives. They should be encouraged to develop a sense of individual responsibility and pride in the results of their efforts. Self-esteem, the ability to work with others as a team, and positive work attitudes will enhance each student's capacity to adapt to new conditions and achieve occupational competence in the years ahead.

The Massachusetts State Board of Education welcomes the opportunity to provide long and short range planning for occupational and vocational education in the Commonwealth. The goals and objectives listed in this plan have been developed for a four year period (Fiscal Years 1989-1992) with the explicit understanding that the activities proposed for the duration of this plan (Fiscal Years 1989-1990) will not completely achieve all of the long range goals.

This state plan was developed in cooperation with the State Council on Vocational Education and with the assistance of the Interagency Coordination Committee. The State Board appreciates the contributions of this Committee particularly to the Board's desire for effective coordination on the local and state level.

The Massachusetts State Board of Education does not delegate any of its responsibilities involving administration operation, or supervision of vocational education programs under the Carl D. Perkins Vocational Education Act. The state administration of vocational education is overseen by the Massachusetts Board of Education. The Division of Occupational Education is directly responsible for the various aspects of administering and supervising both federally funded and state approved (Chapter 74) vocational education programs.

Commonwealth of Massachusetts
Board of Education

THE MISSION

Public education is the most significant responsibility of government in maintaining a democratic society. Therefore, the Mission of the Massachusetts Board of Education is to provide leadership and advocacy for the best education for all the people of the Commonwealth.

To plan, serve and support public education, the Board commits itself to:

- assuring equal access to and opportunity for all students in publicly-funded early childhood through secondary, occupational and adult education programs;
- promoting high standards for teaching and for managing education resources as well as high expectations for learning;
- encouraging a close working relationship with school committees and school districts to attain those standards and expectations;
- creating an educational climate in which teaching is regarded as an honored and desired profession and excellence is recognized;
- promoting a school environment in which participation and leadership are encouraged;
- fostering involvement of parents, students and others in determining and supporting educational policy;
- forging partnerships with families, state and local agencies, business and industry to strengthen public education;
- advocating strong public and government support for educational funding, priorities and policies, and
- initiating and helping shape the laws affecting public education and assuring that they are properly implemented.

The Board will establish goals, policies and priorities to direct the activities of the Commissioner and Department of Education in fulfilling this mission.

GOALS FOR EDUCATION IN MASSACHUSETTS

1. **PHYSICAL AND EMOTIONAL WELL-BEING:** Education should contribute to the learner's physical and emotional well-being and development, in a positive environment that fosters self-esteem.
2. **COMMUNICATION SKILLS:** Education should develop in each learner the reading, writing, listening, speaking, and computational skills necessary for effective communication, as well as the ability to think clearly and critically.
3. **CITIZENSHIP IN A DEMOCRATIC SOCIETY:** Education should provide each learner with knowledge and understanding of how our society functions, and foster individual commitment to exercise the rights and responsibilities of citizenship.
4. **VALUES AND MUTUAL RESPECT:** Education should expand and advance the humane dimensions of all learners, by helping them to cultivate basic shared values and fostering mutual respect.
5. **ARTS APPRECIATION AND CREATIVITY:** Education should provide each learner with a broad range of opportunities to understand and appreciate the arts, to discover and develop talents and interests, and to be creative through various media.
6. **UNDERSTANDING HISTORY AND THE HUMANITIES:** Education should provide each learner with knowledge and understanding of history, the humanities, and our multicultural heritage.
7. **UNDERSTANDING MATHEMATICS AND THE SCIENCES:** Education should provide each learner with knowledge and understanding of mathematics and the sciences, encouraging exploration and discovery as well as the acquisition of facts.
8. **OCCUPATIONAL COMPETENCE:** Education should provide each learner with the academic and vocational skills necessary for employment and continuing education, opportunities for career exploration and occupational guidance, and productive work habits that will enhance the capacity to adapt to changing conditions.
9. **CAPACITY AND DESIRE FOR LIFELONG LEARNING:** Education should foster and stimulate the natural desire for lifelong learning, and should help learners develop the skills necessary to reach personal goals.

Adopted by the Massachusetts Board of Education
April 1987

GOALS AND OBJECTIVES

The goals and objectives that are presented on the following pages have emerged from the assessment of need that was carried out over an eighteen month planning period (January 1986 - July 1987). The findings of this assessment and activities proposed to meet these goals and objectives are listed on the charts in Section 5 of this Plan. The list of findings and activities includes a coding that relates each item to the related goal and objective.

These goals and objectives are proposed for a four year period: Fiscal Years 1989-1992. The Massachusetts Department of Education is currently operating on the basis of a five year plan that also runs through 1992. It should be noted that the goals presented in this State Plan for Vocational Education are most significant and far reaching and will not be completely achieved during the life of this Plan (Fiscal Years 1989-1990).

The activities proposed in this Plan are intended to be accomplished during the next two fiscal years and are intended to contribute noticeably to the accomplishment of the stated goals and objectives. The results from the activities will be the measure of the success of this Plan and those results will be used to reassess the goals and objectives for continued pursuit during Fiscal Years 1991 and 1992.

A. TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.

1. Successful innovative strategies for vocational schools to recruit and retain students, especially from target populations will be reported.
2. The number of racial and linguistic minority students in vocational education programs will increase.
3. An increased number of pregnant and parenting teenagers will receive education, training, and other services through vocational education.
4. The needs and success rate of linguistic minority students for vocational education programs and services will be assessed.
5. Vocational education programs to address the needs of dropouts will increase, especially for economically disadvantaged populations.
6. Issues affecting vocational education programs will be included in school district comprehensive equity plans.
7. Support services for special needs students will continue to be provided to enhance these students' capacity to succeed in vocational education and to transition effectively to the workplace.
8. Vocational education programs will be available to youth in the care of the Division of Youth Services on a more permanent basis.
9. Incarcerated populations will continue to be served with vocational education programs that connect to adult basic education. Funds beyond the level required by the Perkins set-aside will be provided.
10. Vocational education programs that address the unique training needs of adult refugee populations will be supported.
11. Model vocational education programs that link parent training with their children's education will be encouraged.
12. Students who choose to study a non-traditional occupation will be supported to succeed in vocational education including placement activities.
13. The number of technical and technology dominated occupations will be expanded for the purpose of attracting female students into high wage occupations.
14. Employed adults will be recruited to serve as mentors and to provide career counselling to youth at risk to drop out or to be underemployed or unemployed.

B. TO IMPROVE THE BASIC AND OTHER ACADEMIC SKILLS OF STUDENTS PARTICIPATING IN VOCATIONAL EDUCATION.

1. Students scores will increase in those schools where 9th grade students in occupational and vocational programs scored low on basic skills tests administered through the Statewide Basic Skills Testing Program.
2. Teachers in vocational schools and programs will have a greater understanding of methods of improving the basic skills of their students.
3. Vocational educators will have a more complete understanding of the interrelationship of academic and occupational competencies.
4. The capacity of vocational educators to assess the interests and abilities of potential students will be strengthened.
5. An increased number of secondary school students will learn through an applied methodology.
6. Methods of assessing the mathematics, science, and communication competencies that students acquire in vocational education programs will be demonstrated.

C. TO IMPROVE AND UPDATE THE CURRICULUM, PERSONNEL, AND FACILITIES AVAILABLE TO VOCATIONAL EDUCATION STUDENTS.

1. Promising practices in vocational education will be documented and promoted.
2. Leadership potential and capacity of vocational administrators and teacher leaders will be enhanced.
3. The pool of individuals eligible to teach in vocational education will increase, especially in areas of acute shortage.

Special emphasis will be given to recruitment of minority and nontraditional female vocational education teachers.

4. Vocational teachers will improve their ability concerning occupational and pedagogical skills as follows:
 - o educational technology
 - o student learning styles
 - o applications of science, mathematics, and communications competencies
 - o expanded knowledge of specialty occupational areas
 - o entrepreneurship opportunities
 - o teaching diverse populations
5. Performance based vocational teacher education programs will be monitored.
6. The capacity of vocational teachers to develop, manage, and evaluate curriculum will be increased.
7. A statewide vocational curriculum resource center to provide materials and training to teachers and other school staff will continue to be supported.
8. The adoption of competency based vocational education methods and curricula will be promoted.
9. Instructional and evaluation materials to improve safety and health in vocational education will be field tested and disseminated.
10. Vocational schools will improve their ability to plan, acquire, and utilize technology in the curriculum.
11. The activities of vocational student organizations, as an integral part of vocational education programs, will be available to an increased number of students, especially target populations.
12. Vocational school involvement in new state supported initiatives for school improvement will be encouraged.

D. TO EDUCATE AND TRAIN STUDENTS IN OCCUPATIONAL FIELDS THAT PROVIDE OPPORTUNITIES FOR GROWTH AND ADVANCEMENT

1. High quality occupational information will be available to vocational educators and students.
2. Vocational educators will remain current on the nature of occupations.
3. Incentives will be created to encourage the discontinuance of vocational education programs that do not adequately address labor market needs.
4. Equipment in vocational education programs heavily impacted by technological developments will be upgraded.
5. The establishment of an increased number of technical occupational fields of study will be promoted.
6. An increased number of females will be enrolled in technical and technology dominated occupations.
7. An increased number of single parents and displaced homemakers will receive skills training and support services.
8. Technology education programs for 7th and 8th grade students will be developed and field tested.
9. School-to-work transition programs for general program students, primarily in urban areas, will be supported.
10. New programs and/or modification of existing programs will be encouraged to incorporate the skills and knowledge of new technology.
11. Dislocated workers will be served in vocational education and training programs.
12. Programs, services and activities designed to eliminate sex bias and stereotyping and to enable girls and women to support themselves and their families will be provided

- E. TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE
1. Information on vocational education programs will be distributed to a wide audience.
 2. The Interagency Coordination Committee will assist the Division of Occupational Education to identify and implement coordination strategies.
 3. Programs and activities supported by the Carl D. Perkins Vocational Act will be coordinated with programs and activities supported by the School Improvement Act of 1985 (Chapter 188).
 4. Vocational education will coordinate with adult basic education to more effectively connect their programs and services.
 5. Vocational education will coordinate with other state agencies in the employment and training system.
 6. Vocational schools, comprehensive schools, and community colleges will more effectively coordinate their programs.
 7. Vocational schools, community colleges and the private sector will form additional partnerships.
 8. Vocational education will coordinate with providers of apprentice training programs to share data, to improve curricula, to improve teaching staff, and to assist in recruitment of underrepresented populations.
 9. Vocational education advisory committees will be more effectively utilized.
 10. The operation and initiatives of technical committees, composed of employers and labor representatives, will be supported.
 11. The strengths and weaknesses of the relationship between special education and vocational education will be assessed.
 12. The special support services needed by program participants, including child care services, will be provided on a coordinated basis with other state agencies.
 13. A greater number of welfare clients will be provided skills training that complements support services received in programs operated by other state agencies.

THE PLANNING PROCESS FOR VOCATIONAL EDUCATION IN MASSACHUSETTS

Introduction

In order to effectively plan for the delivery of quality vocational education services to the citizens of Massachusetts, the State Board has established an ongoing assessment and planning procedure which is administered through the Division of Occupational Education.

The Division is charged with the responsibility to consider all of the factors that impact upon the delivery of vocational education services to the citizens of Massachusetts and to collect, analyze and disseminate information that will promote the implementation and the modification of quality vocational education programs. The planning system established by the Division consists of a multi-faceted two level approach which incorporates both state-wide and local needs. At the state level, the Division of Occupational Education manages a continual assessment and evaluation process which utilizes national, state and local information. In addition, the Division incorporates assessment and planning information from the local level by requiring local plans and program reviews and evaluations.

This section of the plan presents an overview of the process which the Division has utilized to determine the needs and to set the direction of vocational education in Massachusetts for fiscal years 1989 to 1990.

The Assessment Process for the 1989-1990 Plan

This section describes the assessment process used by the Division of Occupational Education of the Massachusetts Department of Education for the development of this State Plan for Vocational Education. The assessment process utilized information collected through the Division's established procedures and, in the spirit of the Carl D. Perkins Vocational Education Act, it utilized information collected through newly initiated procedures.

An outline of the assessment process is presented as Appendix B to this plan. Detailed reports now follow on four of the most important planning methods used to prepare the State Plan for Fiscal Years 1989-90: (a) Strategies Conference Project; (b) Public Hearings; (c) State Council; and (d) Interagency Coordination Committee.

I. Strategies Conference Project

The Division of Occupational Education sponsored a unique participatory planning process that culminated in a two day working conference held on October 23 and October 24, 1986. This special year long planning effort involved over 400 individuals who are in some way impacted by vocational education in Massachusetts.

The first stage of this project was the design and execution of a survey to determine the primary challenges facing vocational education and to begin to identify some strategies to meet these challenges. These surveys were sent to 200 individuals representing students, teachers, administrators and governing boards (from secondary and postsecondary institutions), government agencies, community groups, business, industry, and labor. The responses to the two surveys were used to identify nine (9) conference task groups:

1. Financing innovation and change in vocational-technical education;
2. Improving the image of vocational-technical education;
3. Coping with changing technology;
4. Staffing vocational-technical education programs;
5. Keeping curriculum current;
6. Strengthening academic programs;
7. Serving diverse populations;
8. Roles for the private sector;
9. Improving coordination among secondary, postsecondary, and other programs.

The conference goal was to "convene individuals who have an interest in secondary and postsecondary vocational education to develop strategies for increasing the effectiveness of vocational education in Massachusetts in light of current and future challenges."

The results of the Strategies Conference include 182 specific strategies recommended by the task groups and increased understanding of these complex challenges by all 140 conference participants. The evaluations were extremely positive with many individuals expressing great satisfaction with the opportunity to work for two days on solutions to specific problems. It is interesting to note that despite differences of opinion (and there were many), common themes and concerns were identified and useful strategies generated.

The major theme that came up in every group was the need to improve the image of vocational education through better communication with the public and special interest groups. Another theme that recurred was the need for more private sector involvement. A third theme that cut across several areas was the need to incorporate more flexible requirements and standards in curriculum, in teaching, in staffing, and in coping with technology.

The recommended strategies that emerged from this year long planning activity have been an important part of the assessment process for this State Plan. While some of the strategies relate specifically to state legislation or regulations, the vast majority of the ideas have been incorporated into activities outlined in this plan.

Note:

Any reader of this plan who wishes to receive a copy of the Executive Summary of the Strategies Conference should contact the Bureau of Planning, Research, and Evaluation, Division of Occupational Education, 1385 Hancock Street, Quincy, Massachusetts 02169.

II. Public Hearings and Written Testimony

Two public hearings were conducted for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the development of a State Plan for Vocational Education for Fiscal Years 1989-1990. These public hearings were conducted prior to the development of a first draft of this State Plan in order to incorporate the comments of the public into the design of the Plan.

Public Hearings:

April 29, 1987 - Westfield
May 1, 1987 - Quincy

In addition, written testimony was accepted through the close of business on May 8, 1987.

A notice of this public hearing process was published in the Boston Herald and the Springfield Union. Public hearing notices were sent directly to:

State Board of Education
Department of Education Staff

Executive Committee
Regional Center Directors
Team Leaders - 50 copies each
Bureau Directors

State Legislature

House Clerk
Senate Clerk
Members, Joint Education Committee
Members, Commerce and Labor Committees
Members, Ways and Means Committees
Leadership

State Council on Vocational Education

State Job Training Coordinating Council

Youth Coordinating Council

Massachusetts Commission For Occupational Education

Interagency Coordination Committee

Community College Presidents

Superintendents of Schools

Superintendent-Directors

Directors of Vocational-Technical Schools

Directors of Occupational Education

Massachusetts Vocational Association

Massachusetts Association of Vocational Administrators

Massachusetts Association of Occupational Education Directors

Massachusetts Industrial Education Society

Massachusetts Home Economics Association

Massachusetts Teachers Association

Massachusetts Federation of Teachers

Massachusetts Association of School Committees

Massachusetts Association of School Superintendents

Massachusetts Association of Secondary School Principals

Community Based Organizations

Displaced Homemakers Network

Business and Industry

Automotive Technical Committee

Electromechanical Technical Committee

Chair, General Advisory Committees (Chapter 74)

Chambers of Commerce

Associated Industries of Massachusetts

Massachusetts Business Roundtable

National Alliance of Business - Region I

Labor Organizations

Joint Apprenticeship Council

MTA

MFT

Massachusetts Board of Regents For Higher Education

Franklyn Jenifer, Chancellor

Joseph Alviani

Secretary of Economic Affairs

Paul Eustace

Secretary of Labor

Catherine Stratton

Associate Secretary of Economic Affairs

Kristin Demong

Director

Division of Employment Security

Elmer Bartels

Commissioner

Massachusetts Rehabilitation Commission

Charles Atkins

Commissioner

Massachusetts Department of Welfare

Vocational Student Organizations

The public hearing notice included an announcement of the hearings and testimony period, an outline of the assessment process utilized by the Division of Occupational Education to develop the State Plan, the dateline for State Plan development, and a list of specific questions raised during preliminary analysis of state policy and needs. The reader was referred to the Department of Education for further information.

A total of 11 individuals presented oral testimony at the public hearings. A total of 9 individuals or organizations submitted written testimony.

A summary of views presented through this testimony and a proposed response to each is attached to this Plan as Appendix A. A transcript of the public hearings is on file at the Division of Occupational Education.

III. State Council on Vocational Education

The State Council on Vocational Education is an advisory group appointed by the Governor and composed of thirteen members. The Perkins Act requires that seven members of the Council are to be from the private sector (five from business and industry and two from labor organizations); the remaining six members are drawn from secondary and postsecondary vocational institutions, career guidance and counselling organizations, and from representatives of special populations.

The first responsibility listed in the Perkins Act for the State Council is to 'advise on the development of the State Plan.' The Council has invited senior staff of the Division of Occupational Education to most of the Council's monthly meetings to keep the members informed of plans and activities of the Department of Education. Council members contributed ideas to shape the direction of the Strategies Conference Project and other planning efforts. The staff and the members of the Council were invited to participate in the Strategies Conference.

The Council and the Division established four specific meetings to enable the Council to advise on the development of the State Plan:

April 10, 1987
 May 7, 1987
 August 31, 1987
 October 20, 1987

The Council's subcommittee on the State Plan and the Executive Director met with the senior managers of the Division of Occupational Education on those dates.

The Council also presented testimony at the public hearings and two Council members and the Executive Director participated as members of the Interagency Coordination Committee.

IV. Interagency Coordination Committee

The Perkins Act emphasizes the need for effective coordination amongst agencies responsible for programs supported by several Federal Acts. The Division of Occupational Education formed the Interagency Coordination Committee to:

- a. provide information and advice to the Division of Occupational Education on the subject of interagency program coordination;
- b. assist the Division of Occupational Education in the conduct of the assessment required by the Carl D. Perkins Vocational Education Act, especially in the determination of the special needs of the following groups:
 1. Handicapped (federal language)
 2. Disadvantaged
 3. Adults in Need of Training/Retraining
 4. Individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education
 5. Single Parents or Displaced Homemakers
 6. Criminal Offenders who are serving in a correctional institution
- c. inform the development of the State Plan for Vocational Education through an exchange of agency and institutional goals, objectives, and activities.

The Interagency Coordination Committee is a group with representatives of the following:

list as attached

The membership of the Interagency Coordination Committee is attached to this Plan as Appendix C.

INTERAGENCY COORDINATION COMMITTEE

DEPARTMENT OF EDUCATION

Division of Occupational Education
Division of Special Education
Division of School Programs
Bureau of Adult Education
Office of Planning, Research, and Evaluation

BOARD OF REGENTS STAFF

EXECUTIVE OFFICE OF ECONOMIC AFFAIRS

OFFICE OF TRAINING AND EMPLOYMENT POLICY

EXECUTIVE OFFICE OF LABOR

MASSACHUSETTS REHABILITATION COMMISSION

DEPARTMENT OF CORRECTIONS

DEPARTMENT OF WELFARE

DEPARTMENT OF YOUTH SERVICES

STATE COUNCIL ON VOCATIONAL EDUCATION

MASSACHUSETTS COMMISSION FOR OCCUPATIONAL EDUCATION

BUSINESS

INDUSTRY

ORGANIZED LABOR

SUPERINTENDENT-DIRECTOR (URBAN)

SUPERINTENDENT-DIRECTOR (SUBURBAN)

DIRECTOR (COMPREHENSIVE, URBAN)

COMMUNITY COLLEGE REPRESENTATIVE

COMMUNITY BASED ORGANIZATIONS

The Interagency Coordination Committee met five times to assist the Division of Occupational Education on the development of this State Plan:

February 25, 1987
April 30, 1987
June 25, 1987
September 17, 1987
October 29, 1987

The members of this Committee who represented other state agencies were asked to provide to the Division a copy of the current goals, objectives, and activities. The documents that were provided were useful in planning for effective coordination and ensuring that vocational education does not duplicate services furnished by other programs.

As indicated on the Outline of the Assessment Process (Appendix B), the Division of Occupational Education reviewed a considerable number of relevant reports, data, and other documents and consulted with a variety of professional organizations during the assessment period.

The Interagency Coordination Committee will meet on a quarterly basis during Fiscal Years 1989-1990 to advance coordination amongst programs operated by various agencies and service providers. Additional representation has been solicited from teachers' organizations and the Department of Employment Security.

Assessment Findings

The assessment of need conducted by the Division of Occupational Education over a period of eighteen months (January, 1986-June 1987) included many points of view and a considerable amount of information. As indicated, several hundred individuals were directly involved in the assessment process and many needs surfaced. It is the purpose of this State Plan for Vocational Education to match proposed activities to the needs of populations to be served and to the needs of vocational education to provide the requisite services. It is important to note that vocational education in Massachusetts is a local-state partnership with a locally based system for program and service delivery. The enactment of the proposed activities and the achievement of goals and objectives require a cooperative approach and effective coordination on the state and local levels.

The section that follows this introduction may be described as the centerpiece of the State Plan as it presents the findings of the assessment and matches activities that are proposed to meet the needs. There are many findings and many needs, but there are several needs that more clearly emerged from the assessment and that deserve this highlight. They are presented here in topic form and in no established order of priority.

Significant Issues

Coordination between secondary and postsecondary vocational education;

Coordination between job training programs and vocational education;

Coordination between adult education and vocational education;

Integration (or reinforcement) of academic competencies in vocational education programs;

Use of vocational-technical education methodology for general program students (e.g. applied learning programs);

Participation of minorities in vocational education;

Method of distribution of federal vocational education funds (competitive versus allocation);

Coordination of Public Law 98-524 with Chapter 188;

Remediation of basic skills deficiencies of students entering vocational-education;

Imbalanced selection of occupation of study by sex (i.e. females selecting lower wage occupations);

Private sector participation in vocational education;

Partnerships with other state agencies;

Relationship of vocational education and special education;

Increased awareness of vocational education by the public;

These are issues that were raised by more than one group and that cut across the full range of challenges and needs for further improvement of vocational education. There is also a strong connection amongst these issues and success in achieving objectives for one challenge will reinforce accomplishments for others.

The information presented on the charts that follow is organized in a format that is intended to relate the assessment findings to specific proposed activities. The following notes are provided to explain the meaning of headings and references used on the charts:

Finding
(Assessment Source)

A summary statement of the findings of the Division's assessment. The code that follows the statement refers to the Outline of the Assessment Process (Appendix B) and thereby indicates the source of the finding.

Goal **Obj.**

The code used in these columns refers to the listing of Goals and Objectives located in Section C of this Plan. The Goals and Objectives are established for a four year period (1989-1992) and the related set of activities will be carried out over the two years of this State Plan (Fiscal Years 1989-1990).

Activity

These activities are proposed to address the goals and objectives developed from the assessment and would be carried out during the two years of this State Plan (Fiscal Years 1989-90).

Target Populations

These are the groups that have the primary need to be met by the activity. There may be additional groups that will benefit from either the activity or the outcomes.

Source of Funds

Here you will find a variety of state and federal funding sources listed. There is no obligation of funds beyond Public Law 98-524, but this listing is intended to direct the reader's attention to sources of funds that match the proposed activity. In some cases, the achievement of the activity would require additional state funds.

Service Providers

These are the primary and support organizations or groups that would deliver the services. This column shows the reader who would actually provide the service or activity, not just the institutions to be funded. For example, teacher training programs might be funded through a school district or an institution of higher education, but teachers with a particular expertise would lead the training in many cases.

Related Agencies

This column lists the units of the Department of Education and other state agencies that have a program or interest that relates to proposed activity. Coordination with these agencies will be emphasized for the stated activities.

It is understood that the Division of Occupational Education and the Department of Education's Regional Education Centers will be involved in some way in all of the activities outlined in this Plan.

The Division of Occupational Education requires all applications for funding to include equity objectives. An emphasis on enrollment of females in technical and technology dominated occupations will be a special feature of the Division's application review process during Fiscal Years 1989-1992.

(SCOVE) indicates that the State Council on Vocational Education made a recommendation that relates to this activity.

<u>Finding</u> <u>(Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target</u> <u>Populations</u>	<u>Source</u> <u>of</u> <u>Funds</u>	<u>Service</u> <u>Providers</u>	<u>Related</u> <u>Agencies</u>
The percentage of minority students enrolled in Chapter 74 Programs is less than the percentage of minority students in secondary education.	A	1 2 4	Coordinate the implementation of recommendations from the	Racial and Linguistic Minorities	PL98-524 Ch 188	School Systems	Community Based Organizations
Blacks 6.1% vs. 6.6% Linguistic 4.8% vs. 5.5% (II. B.2) and			Fiscal Year 1988 Project: Future Young Minority Citizens				
The participation of minority populations in the labor market is lower by all measures, than the total population. (II.B.3)	A	1 2	Continue to support the expansion and improvement of vocational-technical education facilities and programs in urban school districts	Racial and Linguistic Minorities	School Building Assistance Ch188	Department Staff School Systems	Division of School Services
and The dropout rate is highest in urban school systems that include the highest percentage of minority populations.	A	1 6	Support the inclusion of vocational-technical education programs in the comprehensive equity plans developed for urban school districts	Racial and Linguistic Minorities	Ch 636	Department Staff School Systems	Bureau of Equal Educational Opportunity

and

The future workplace opportunities for people with less than a high school diploma is negligible.
(I.B.8-10, 12, 13)

GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
A	1 2 5	1 2 5	Promote increased access to quality vocational-technical education for minority students by:	Racial and Linguistic Minorities	PL98-524 Ch188	School Systems Department of Education	Chapter 74 Advisory Committees
			a. strong internal and external evaluative measures to assure program quality;				
			b. increased community involvement in program development and occupational information sharing;				
			c. career exploratory programs for 7th-9th grade students that include opportunities for experiential learning;				
			d. preservice and inservice training for counsellors to focus upon career opportunities and the need for a better match between student learning styles and educational program options.		PL 98-524 Title IIA Title III	School Systems Institutions of Higher Education	Occupational Information Coordinating Committee Board of Regents of Higher Education

GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
A	5	Innovative programs coordinated between secondary schools and community colleges to attract dropouts back to an educational experience that leads to a high school diploma and that includes options for further education and work experience.	Drop Outs	Ch 188 PL98-524 Title IIA	Secondary Schools	Board of Regents	
E	6						
					Community Colleges	Employers	
					Community Based Organization		
						Division of School Programs	

GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.

GOAL E: TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
Vocational education programs are part of the solution to the unique needs of refugees. (II.A.8)	A	10	Support the development and operation of model vocational education programs that address the unique needs of refugees in cooperation with appropriate school system personnel and other local and state agencies.	Refugees	PL98-524 Title II	Vocational Schools Community Colleges	Department of Communities and Development Department of Social Services Other State and local agencies Bureau of Transitional Bilingual Education

GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.

<u>Finding</u> <u>(Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target</u> <u>Populations</u>	<u>Source</u> <u>of</u> <u>Funds</u>	<u>Service</u> <u>Providers</u>	<u>Related</u> <u>Agencies</u>
Many students entering vocational-technical education (9th grade) have basic skills deficiencies. (Basic Skills Testing) (III. B.9)	B	1	Basic skills remediation programs at each vocational-technical school/program.	9th Grade students in Chapter 74 programs	Ch. 188 PL98-524 Title IIA	Secondary Schools Community Based Organizations	Division of School Programs
	B	2	Comprehensive study of potential for reinforcement of basic skills in specific occupational subject areas.	Teachers and Administrators	PL 98-524 Title IIB Research	Qualified Researcher(s) Teams of Teachers	Office of Planning, Research and Evaluation
	B	2	Teacher training programs to empower academic, related, and vocational subject teachers to help students acquire basic skills.	Teachers	PL 98-524 Title IIB Prof. Dev.	Teachers	Board of Regents of Higher Education Institutions of Higher Education Division of School Programs

GOAL B: TO IMPROVE THE BASIC AND OTHER ACADEMIC SKILLS OF STUDENTS PARTICIPATING IN VOCATIONAL EDUCATION.

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
Success in the workplace requires a combination of competencies that include: <ul style="list-style-type: none"> o occupation specific o communication skills o computational skills o science and technology o reasoning and problem solving o social and economic studies o interpersonal relationships o personal work habits and attitudes 	B	3	Development of a matrix chart to illustrate where communications, mathematics, and science competencies are embedded in specific occupational subject areas; Relate these competencies to the curriculum objectives identified by the Massachusetts Educational Assessment Program. (SCOPE)	Teachers and Administrators 9th-12th Grade Students	PL 98-524 Title IIB Research	Qualified Researcher(s) Teams of Teachers	Office of Planning, Research and Evaluation Division of School Programs Chapter 74 Advisory Committees Technical Committees Institutions of Higher Education
(I.A. 1-6; I.B. 1-3, 10-13)	B	3	Continue to support the development of manuals that detail the union of occupational competencies with communications, mathematics, and science knowledge and skills. (SCOPE)	Teachers and Administrators	PL 98-524 Title IIB Curr. Dev.	Secondary Schools; Teams of Teachers	Board of Regents of Higher Education
	B	3	Training programs to empower academic, related, and vocational teachers to help students to acquire these competencies.	Teachers	PL 98-524 Title IIB Prof. Dev.	Teachers	Institutions of Higher Education

, GOAL B: TO IMPROVE THE BASIC AND OTHER ACADEMIC SKILLS OF STUDENTS PARTICIPATING IN VOCATIONAL EDUCATION.

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
	B	5	Continue to promote and support the adoption of the Principles of Technology program (applied physics, mathematics, technology).	10th-12th Grade students Voc-Tech and Regular High Schools	Ch. 188 PL 98-524 Title IIB	Secondary Schools	Division of School Programs
			Focus on the participation of females.				
	B	5	Continue to support the development and adoption of Applied Communications and Applied Mathematics curricula.	10th-12th Grade students Voc-Tech and Regular High Schools	Ch. 188 PL 98-524 Title IIB	Secondary Schools	Division of School Programs

GOAL B: TO IMPROVE THE BASIC AND OTHER ACADEMIC SKILLS OF STUDENTS PARTICIPATING IN VOCATIONAL EDUCATION.

<u>Finding</u> (<u>Assessment Source</u>)	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
Many teachers need technical assistance on the development, management and evaluation of curriculum.	C	4 6 7	Support the design of a concise guide to the development, management, and evaluation of competency based curriculum for vocational-technical education.	Academic Related and Voc-Tech Teachers	PL98-524 Title IIB	Mass. Voc. Curriculum Res. Ctr. CBVE State Leadership Project	In State Curriculum Network For Voc-Tech Education
and							
Curriculum review procedures for use by local school districts need to be developed.	C	4 6 7	Provide regional and school based technical assistance to teachers through the Massachusetts Vocational Curriculum Resource Center with the assistance of teachers and others expert in competency based vocational education.	Teams of Teachers	PL98-524 Title IIB	Teachers	
(III.B.1)						Mass Voc Curriculum Res. Ctr. CBVE State Leadership	
	C	7 8	Support the design, field test and dissemination of curriculum review procedures through the Massachusetts Vocational Curriculum Resource Center.	Teachers and Administrators	PL98-524 Title IIB	Mass Voc Curriculum Res. Ctr.	
Pregnant and parenting teenagers and refugees have been well served by specialized programs operated by service providers under Title III, Part B - Consumer and Home-maker Education funding.	A	3	Support the refinement and expansion of programs designed to meet the special education and training needs of pregnant and parenting teenagers and refugees.	Pregnant and Parenting Teenagers	PL98-524 Title IIB Schools	Secondary	Department of Welfare
and							Department of Social Services

GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.

GOAL C: TO IMPROVE AND UPDATE THE CURRICULUM, PERSONNEL, AND FACILITIES AVAILABLE TO VOCATIONAL EDUCATION STUDENTS

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
These two populations continue to be in serious and immediate need of these specialized programs.							
(II.B.2)							
Individuals incarcerated in correctional institutions need quality vocational-technical education in coordination with adult literacy programs.	A	9	Support the refinement and expansion of skills training programs that show labor market demand and are linked to adult basic education programs.	Incarcerated Individuals	PL98-524 Title IIA	State and County Houses of Correction	Department of Corrections Bureau of Adult Education Community Colleges
(II.A.6)							
Innovative projects that have provided youth in the custody of the Department of Youth Services with opportunities to explore occupations through skills training programs have proven successful.	A	8	Support the refinement and expansion of programs occupational exploration for this 'high risk' population.	Youth in custody of DYS	PL98-524 Title IIA	Voc-Tech Schools	Department of Youth Services Community Based Providers

- (II.A.5, II.B.10) **GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.**
- GOAL E: TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE**

<u>Finding</u> <u>(Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target</u> <u>Populations</u>	<u>Source</u> <u>of</u> <u>Funds</u>	<u>Service</u> <u>Providers</u>	<u>Related</u> <u>Agencies</u>
The population of single parents and displaced homemakers is increasing.	D	7	Continue to fund skills training programs for single parents and displaced homemakers with a requirement that the service provider directly coordinate services with one of the state funded Displaced Homemaker Support Centers.	Single Parents Displaced Homemakers	PL98-524 Title IIA	Community Colleges School Districts	Bay State Skills Corp. Department of Welfare Department of Social Services Board of Regents of Higher Education

and

This population has an immediate need for a range of services and programs that includes counselling and skills training.

and

The coordination of Displaced Homemaker Support Centers with skills training programs supported by Perkins Act funds has been evaluated and found to be exemplary. (IIA.7,II.B.1)

The percent of students in vocational-technical education (Chapter 74) who have special needs identified by individual education plans is higher than the percent of such students in secondary education.	A	7	Continue to fund support services for special needs students to provide the help needed by these students to succeed in vocational-technical education, including non-chapter 74 programs.	Special Needs Students	PL98-524 Title IIA	Secondary Schools	Division of Special Education Massachusetts Rehabilitation Commission
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(18.4% vs. 12.6%)

- GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.**
- GOAL D: TO EDUCATE AND TRAIN STUDENTS IN OCCUPATIONAL FIELDS THAT PROVIDE OPPORTUNITIES FOR GROWTH AND ADVANCEMENT.**

<u>Finding</u> <u>(Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target</u> <u>Populations</u>	<u>Source</u> <u>of</u> <u>Funds</u>	<u>Service</u> <u>Providers</u>	<u>Related</u> <u>Agencies</u>
<u>and</u> Research indicates that at least 50% of students (regardless of age) learn better through an applied methodology.	B	5	Support the development of curricula for technology education programs that connect to mathematics and science concepts and skills. SCOPE	Secondary School Students	Ch 188 PL98-524	School Systems	Division of School Programs

and

25% of the Grade 11 students who participated in the Massachusetts Educational Assessment Program identified themselves as general program enrollees.

(III.B.4)

GOAL B: TO IMPROVE THE BASIC AND OTHER ACADEMIC SKILLS OF STUDENTS PARTICIPATING IN VOCATIONAL EDUCATION.

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
There is a strong need for an increased focus on safety and health practices and instruction in vocational education and a parallel need in industry. Recent environmental laws and regulations have increased the complexity of this issue.	C	9	Join forces with several state agencies and the private sector to design, disseminate, and evaluate a school and community based safety and health plan for vocational education.	Students Teachers Administrators	PL98-524 Title IIB Other State Federal and Private Sources	Qualified Researchers State Agencies Teachers	Department of Labor (state) Department of Environmental Management Department of Environmental Quality Engineering Department of Public Health Occupational Safety and Health Admini- stration Industry and Labor Organi- zations

GOAL C: TO IMPROVE AND UPDATE THE CURRICULUM, PERSONNEL, AND FACILITIES AVAILABLE TO VOCATIONAL EDUCATION STUDENTS

(III.A. 2-4)
(III.B. 5-7)

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
Students need to develop and practice study skills in order to facilitate the learning experience in school and beyond.	C	7	Continue the seminars for teachers on study skills development offered by the statewide curriculum research center.	Teachers Students Parents	PL98-524 Title IIB Ch 188	Mass. Voc. Curr. Res. Center	Participating Schools
(III. A. 8,11) (III. B.3,4,8)			Cable delivered instruction will be developed and produced		PL98-524 Ch188	School Systems Teachers	Parent Advisory Committees Cable Networks
Parents have an important role in the reinforcement of study skills. (III.A. 8,11)	A	11	Support the development and field test of a guide to study skills for vocational program students with a companion document for parents. Offer student-parent training as part of field test.	Students Parents Teachers	PL98-524 Title IIB Ch188	School Systems Teachers	School Improvement Councils

GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.

GOAL C: TO IMPROVE AND UPDATE THE CURRICULUM, PERSONNEL, AND FACILITIES AVAILABLE TO VOCATIONAL EDUCATION STUDENTS

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
Vocational program teachers need to further improve their skills in several areas:	C	4	Professional improvement programs and activities for academic, related, and shop/laboratory teachers.	Teachers	PL98-524 Title IIB	Teachers	Division of Education Personnel
o educational technology					Comm.	Business	
o student learning styles					Inservice	Industry	
o applications of science, mathematics, and communication competencies					Institute	Labor	
o expanded knowledge of of specialty occupational areas.	E	7	Partnerships with industry that stress personnel exchanges and externships.	Teachers		Institutions of Higher Education	
o entrepreneurship opportunities	E	9	Improved utilization of vocational program advisory committees.	Teachers			
o teaching diverse populations							

(IV. A. 6,9)
(III.B. 1,5,8)

GOAL C: TO IMPROVE AND UPDATE THE CURRICULUM, PERSONNEL, AND FACILITIES AVAILABLE TO VOCATIONAL EDUCATION STUDENTS

GOAL E: TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE

Finding
(Assessment Source)

There is a need to recruit C 3
qualified individuals, and
especially minorities, and
females into teaching
positions in vocational
education. Technical
occupations are
experiencing severe
shortages of teachers.
(III. A. 8-9)
III. B. 1,5,8)

Goal

Obj. Activity

Establish a statewide
recruitment project that
will highlight effective
recruitment techniques
and that will implement
the recommendations of the
Strategies Conference
(October, 1986).

Target
Populations

Potential
Teachers

Source
of
Funds

PL98-524
Title II.B

Service
Providers

Institutions of
Higher
Education

School
Districts

Related
Agencies

Board of
Regents

GOAL C: TO IMPROVE AND UPDATE THE CURRICULUM, PERSONNEL, AND FACILITIES AVAILABLE TO VOCATIONAL EDUCATION STUDENTS.

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
The vast majority of occupations that are the focus of program offerings in vocational-technical education are high demand occupations that offer opportunities for career growth and advancement. Most of these occupations have good to excellent wage and benefit possibilities and are heavily impacted by developments of technology. (IB9;IV.B.7)	D	2	Support the updating of high demand occupational programs through more effective utilization of vocational technical advisory committees, including training of school staff and advisory committee members.	All students enrolled in programs	PL98-524 Leadership Schools	Secondary Schools	Vocational-Technical Advisory Committees
				All teachers and administrators		Division Staff will lead training.	Technical Committees
				Advisory committee members			Office of Community Education
	D	4	Equipment upgrade program to keep high demand occupational preparation up-to-date and to incorporate new programs of instruction.	All students enrolled in programs	Requires new state funds.		Vocational Technical Advisory Committees
							Technical Committees

GOAL D: TO EDUCATE AND TRAIN STUDENTS IN OCCUPATIONAL FIELDS THAT PROVIDE OPPORTUNITIES FOR GROWTH AND ADVANCEMENT.

Finding (Assessment Source)	Goal	Obj.	Activity	Target Populations	Source of Funds	Service Providers	Related Agencies
The few occupations that offer poor to fair wage and benefit potential are less impacted by technology, more likely to be in the personal services fields, show lower placement rates, and are dominated by females in the workplace and in school enrollments. (III.B.2; IV.B.7)	D	2	Professional improvement programs for vocational-technical educators to remain current on occupational information, work practices, and job trends.	Teachers Counsellors Administrators	PL98-524	See Related Agencies Institutions of Higher Education	Division of Employment Security Occupational Information Coordinating Committee
The wages of female completers are significantly lower than male completers of Chapter 74 programs due to their choice of occupational study. This wage disparity disappears in the few technical occupations that show enrollment of closer to equal numbers of females and males. (III.B.3)	D	5	Promote the establishment of more technical occupation fields of study. (SCOPE)	Secondary School Students	Requires New State Funds PL98-524	Schools with Ch 74 Programs	Chapter 74 Advisory Committees Technical Committees Advisory Committees
	D	6	Promote the enrollment of females in technical and technology dominated occupations:				
	D	6	a. Exploratory programs for 7th and 8th grade students in vocational-technical schools/programs; Include parents in stages of program;	Females in 7th and 8th Grade and their parents	PL 98-524 Title IIA Sex Equity	Voc-Tech Schools	Trade & Prof Associations
	D	8	b. Design and field test a technology education program with mathematics and science connections for 7th and 8th grade students; (SCOPE)	Students in 7th and 8th Grades; especially females	PL98-524 Ch 188	Comprehensive Schools	

GOAL D: TO EDUCATE AND TRAIN STUDENTS IN OCCUPATIONAL FIELDS THAT PROVIDE OPPORTUNITIES FOR GROWTH AND ADVANCEMENT

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
	D	1 5 6	c. Cooperate with business industry, and labor organizations to identify or create high quality occupational information briefs in print, video-tape, and/or computerized format that will effectively communicate to youth and parents the nature, education and training requirements, and rewards of occupations.	students, especially in 7th-9th Grades especially females	PL 98-524 Title III and other sources	Schools and Private and Public Sector Organizations	Technical Committees Trade and Professional Organizations
			(SCOVE)			Occupational Information Coordinating Committee	Organizations Labor Organizations
							Office of Community Education
	D	7	d. Pilot test an occupational exploratory program for single parents that includes provision for childcare and seminars on child development and early childhood education.	Single Parents	PL98-524 Ch 188	Voc-Tech Schools	Office of Early Childhood Education
	E	4 5				Community Colleges	Department of Welfare
			Require link to adult literacy program.				Department of Social Services
			(SCOVE)				Bureau of Adult Education

GOAL D: TO EDUCATE AND TRAIN STUDENTS IN OCCUPATIONAL FIELDS THAT PROVIDE OPPORTUNITIES FOR GROWTH AND ADVANCEMENT.

Finding (Assessment Source)	Goal	Obj.	Activity	Target Populations	Source of Funds	Service Providers	Related Agencies
Although about eighty percent (80%) of jobs in the immediate future will not require a baccalaureate degree, approximately 3 of 4 jobs in the immediate future will require some education/training beyond the secondary school. (I.B.12,13)	E	6	Support the refinement and expansion of coordinative plans and cooperative arrangements amongst regular high schools, vocational-technical high schools, and community colleges. (SCOPE)	Students Grades 9-14	PL98-524	School Systems Community Colleges	Board of Regents of Higher Education
	E	6	Planning grants to establish comprehensive agreements including jointly operated programs; integrated curriculum (e.g. 2 plus 2 programs); advanced standing; and other elements of cooperation. (SCOPE)	Students Grades 9-14	PL98-524 Title 11B	Secondary Schools Community Colleges	Board of Regents of Higher Education
Successful partnerships amongst secondary schools, community colleges and employers have emerged in some locations of the state. (IV.B.1,3-6)	E	7	Support the development and expansion of partnership programs, especially those that serve adults who are unemployed or underemployed, including dislocated workers	Adults	PL98-524 Title IIA	Voc-Tech Schools Community Colleges	Board of Regents of Higher Education Secretariats of Economic Affairs and Labor Division of Employment Security
							Industrial Services Program Massachusetts Rehabili- tation Commission

GOAL E: TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
	E	4	Provide information on all adult training and development programs in vocational-technical education to a variety of constituencies, especially to participants in adult literacy programs.	Adults		Voc-Tech Schools Community Colleges	Adult Education Community Organizations
			Sponsor regional based information exchanges.	Adults and Program Staff		Department of Education serves as Facilitator	Bureau of Adult Education Massachusetts Rehabilitation Commission
	E	7	Develop a publication that describes the community education practices that have contributed to effective and creative vocational education-business partnerships.	Vocational Educators Business Industry Labor	PL98-524	School Districts Community Colleges	Office of Community Education

GOAL E: TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE

<u>Finding (Assessment Source)</u>	<u>Goal</u>	<u>Obj.</u>	<u>Activity</u>	<u>Target Populations</u>	<u>Source of Funds</u>	<u>Service Providers</u>	<u>Related Agencies</u>
There is a need to create more public awareness of vocational education on a state, regional, and local level.	E	I	Design and disseminate a facts document on vocational education for distribution to the public, including state level policymakers.	Public	PL98-524	Department of Education	Providers of Vocational Education
(III.A. 2-4, 7, 8-14) (III.B. 1, 3, 8, 11)	C	1	Identify, validate, and publish information on promising practices in vocational education, including public awareness strategies.	Public School Staff	PL98-524	Providers of Vocational Education	Department of Education
	E	1	Create more community awareness of vocational education through student/teacher community projects.	Public		Teachers and Students	Office of Community Education
	E	9	Increase the use of advisory committee members to outreach to various community and civic groups.	Public		Advisory Committee Members	
There is a need for vocational education to share information and the demonstration of effective practices with the apprentice training system.	E	8	Identify elements of each system that could improve the programs and sponsor information exchange workshops that feature exemplary teachers.	Enrollees and Staff in Vocational Education and Apprenticeship Training	PL98-524 Title IIB	School Districts Apprentice Training Programs	Building Trades Training Directors Association Division of Apprenticeship Training, State Department of Labor

- GOAL A: TO ASSURE EQUAL ACCESS AND TO ASSURE EQUAL OPPORTUNITY FOR ALL STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION.**
- GOAL E: TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE**

The Carl D. Perkins Vocational Education Act

The Carl D. Perkins Vocational Education Act (P.L. 98-524) was signed into law by the President of the United States on October 2, 1984. The Perkins Act replaces the Vocational Education Act of 1963, and provides federal assistance for vocational education for fiscal years 1986-1990 (July 1, 1985 to June 30, 1990).

The major purposes of the Perkins Act include the following.

- o To assist the States in expanding, improving, modernizing, and developing quality vocational education programs in order to meet the needs of the nation's existing and future work force and to improve productivity and promote economic growth
- o To ensure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions.
- o To promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States.
- o To improve the academic foundation of vocational education and to encourage the application of newer technologies (such as the use of computers).
- o To provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in the employment market.

- o To assist the most economically depressed areas of a State in raising employment and occupational competencies of its citizens.
- o To help the State to implement a full range of supportive services, special programs, and guidance counseling and placement services to achieve the basic purposes of this Act.
- o To improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competence, and careers.
- o To authorize and support national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

There are five titles to the Perkins Act

- Title I** - covers funding allotment and allocation, Indian programs, state administration, and state planning.
- Title II** - covers the Basic State Grant of two parts. Part A (57% of the funding) is to be used for setasides for special populations. Part B (43% of the Basic State Grant) can be used for program improvement.
- Title III** - covers separate authorizations for special programs, including consumer and homemaking education, adult and postsecondary, community-based organizations, high technology, and career guidance and counseling.
- Title IV** - covers national programs including the National Center For Research in Vocational Education, Bilingual Vocational Education, National Occupational Information Coordinating Council, Voctional Education Data System, and demonstration programs (cooperative demonstration programs, state equipment pools, demonstration centers for retraining of dislocated workers, and model centers for vocational education for older individuals.)

Title V - covers matching provisions and definitions.

In addition to delineating its purposes, definitions, funding provisions, eligible programs and services, and so on, the Perkins Act specifies requirements each State must follow in order to obtain federal funds. Central among these is the requirement that each State must form a State Council on Vocational Education, and develop and submit to the U.S. Department of Education a written State Plan that outlines the State's planning and coordination efforts, needs assessment, proposed methods for distributing federal funds, proposed programs and services for fiscal years 1986-1988, and provisions for equal access.

Note: The Perkins Act is national legislation that is applied to the individual structures for vocational education that exist in the 50 states and 7 trust territories. Each of these 57 governmental entities must develop and administer a state plan for vocational education that applies the initiatives of the Perkins Act to the needs of that unit of government.

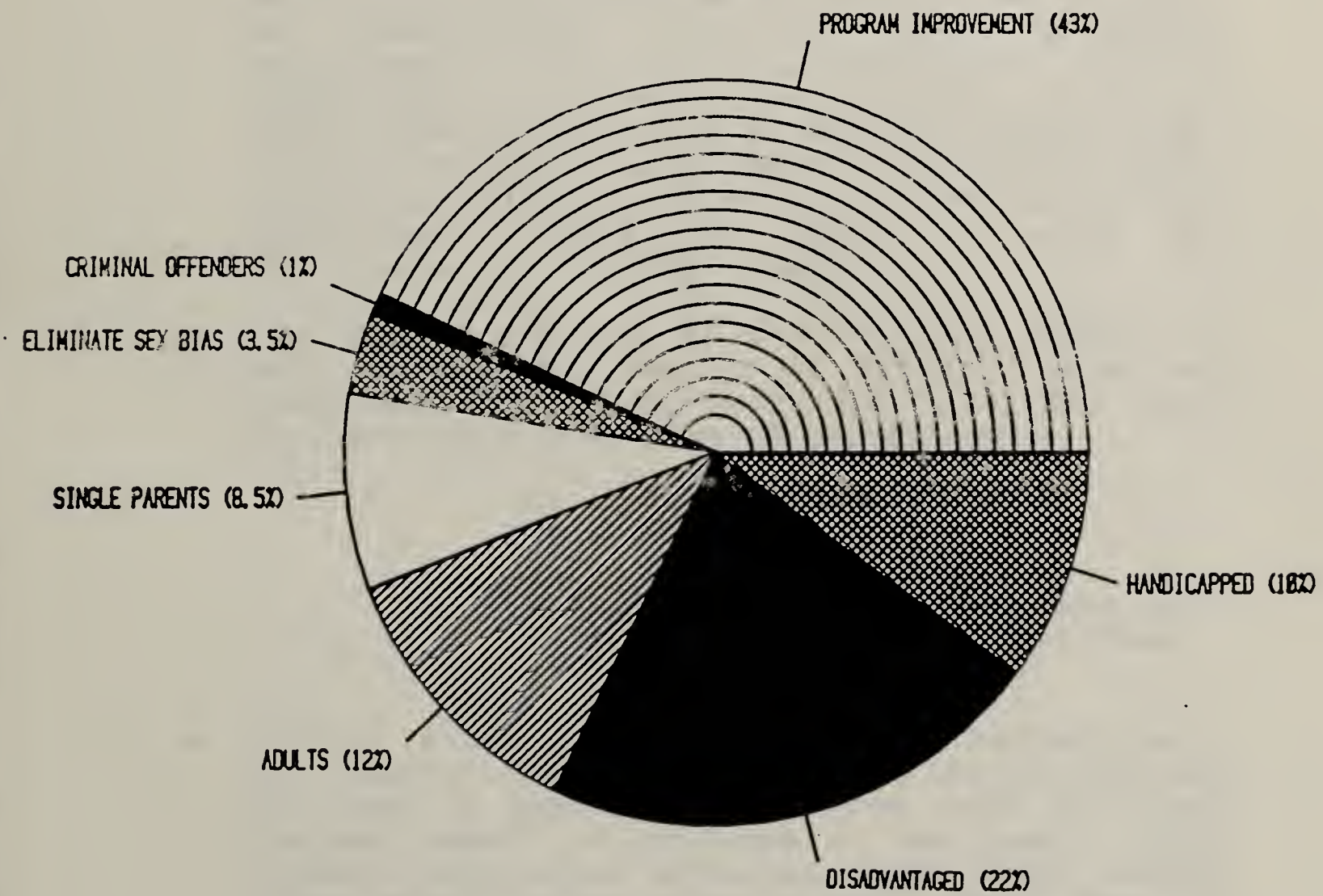
State Council on Vocational Education

The State Council on Vocational Education is an advisory group that is composed of thirteen members. As required by the Perkins Act, seven members are from the private sector (five from business and industry and two from labor organizations); the remaining six members are drawn from secondary and postsecondary vocational institutions, career guidance and counseling organizations, and from representatives of special populations.

The State Council's duties include advising on the development of the State Plan; consulting on the development of criteria for evaluating vocational education programs; and recommending procedures for the further involvement of business, industry and labor in vocational education programs. The State Council also is responsible for evaluating the vocational education program delivery systems assisted under the Perkins Act and the Job Training Partnership Act and making recommendations on the effectiveness of coordination between the two Acts.

TITLE II - BASIC STATE GRANT

PARTS A AND B



Federal Funding Requirements

The Perkins Act mandates several funding rules which must be followed in order for a State to remain eligible for federal vocational education funds.

- An overriding consideration is that federal funds should only supplement and never supplant or replace State and local funding for vocational programs.
- The Perkins Act requires that 80% of the overall Basic State Grant (Title II, Parts A and B) must be distributed directly to "eligible recipients." Eligible recipients for federal funds are local education agencies (such as school districts) and postsecondary educational institutions (such as community colleges). And, 100% of the funds targeted for disadvantaged and handicapped (Title II, Part A) must be distributed to eligible recipients.
- Specific percentages of the funds allocated to each State under Part A of Title II must be "set aside" or used only for programs and services for the designated populations:

10%	Handicapped
22%	Disadvantaged
12%	Adults
8.5%	Single Parents/Homemakers
3.5%	Elimination of Sex Bias
1%	Corrections

- Federal funds for handicapped, disadvantaged, and limited English proficient students (Title II, Part A funds) may be used only for the "excess costs" of programs or services. For regular vocational programs into which these target students are mainstreamed, excess cost is defined as supplemental or additional staff, equipment and materials and services not provided to other individuals but needed by the students to participate. For separate programs, excess costs are those which exceed the average per pupil expenditure for regular services and activities. The entire cost of maintaining a separate program can no longer be considered excess.

And, the federal share of these excess costs must not exceed 50% of the total excess costs,

i.e., State and local funds must be used for at least half of these excess costs.

- The Perkins Act mandates a specific "funding formula" for the allocation of funds for programs and services for disadvantaged and handicapped populations (Title II, Part A funds). Fifty percent (50%) of these "setaside" dollars for these two groups must be allocated to eligible recipients based upon the relative number of economically disadvantaged individuals enrolled in any program compared to the total number of such individuals enrolled in all participating eligible recipients in the state. The other 50% of these dollars must be allocated to eligible recipients in the state. The other 50% of these dollars must be allocated to eligible recipients based upon the relative number of either handicapped or disadvantaged individuals served in vocational education programs compared to the total number of those individuals served in vocational education programs in all participating eligible recipients.
- The State must allocate more funds to eligible recipients that are located in "economically depressed" areas than it allocates to eligible recipients that are not in economically depressed areas. An index of economic depression for each community is computed using three values: concentration of low income individuals, tax - raising ability, and unemployment.
- The federal share of costs for the special programs authorized under Title II, Part B must not exceed 50% of the total costs of these programs.
- The State must maintain or exceed fiscal year 1984 funding levels for guidance and counseling activities. And, the State must ensure that total statewide expenditures for vocational education during each fiscal year either equal or exceed expenditures for the preceding year.
- The State must allocate at least 1/3 of Title III, Part B funds to eligible recipients that are located in "economically depressed" areas.

Definition of Economically Depressed Communities

In order to determine which communities in Massachusetts are economically depressed we will construct annual indices which will compare each community with the State for three measures of economic depression: concentration of low income individuals, tax-raising ability and unemployment. If a community's index falls above 115% of the statewide average for at least two out of three of these measures, the community will be labeled economically depressed. For schools and colleges serving several cities and towns, indices of these measures are a weighted average of the municipalities served.

The three measures are calculated as follows:

1. Concentration of Low-Income Individuals

Two indices are used to measure the concentration of low-income individuals. The first index uses annual school lunch data. The number of free and reduced lunches for a community is divided by the total number of lunches served by that community. This fraction is then divided by the statewide average (statewide free or reduced lunches divided by statewide total lunches).

The alternate measure of concentration of low-income individuals uses AFDC data. The number of children ages 5-17 for whom AFDC payments are made is divided by the statewide percentage to obtain the index. Because AFDC data is available only by city or town, the index for a regional school district or for a community college must be calculated from the indices of the member towns using apportioning fractions based on operating assessments. For community colleges, the apportioning fractions are based on day school enrollments by city or town of residence.

If either the school lunch index or the AFDC index of a community exceeds 115% of the statewide average, the community has a high concentration of low-income individuals.

2. Tax-Raising Ability

Equalized valuation per person in a community is divided into the statewide equalized valuation per person. Equalized valuation for regional school districts is again calculated from the indices of the member towns.

3. Unemployment

The latest available annual unemployment rate for a community is divided by the latest available annual unemployment rate for the state. Regional school rates are calculated from member town rates.

Program Monitoring and Evaluation

The comprehensive monitoring and evaluating of federally-funded vocational programs is one way by which Massachusetts demonstrates its accountability for the funding and program decisions it has made. The main focus of the Division of Occupational Education's program monitoring and evaluation efforts is to improve vocational programs.

A new set of program performance review measures has been drafted for the evaluation of programs funded by Public Law 98-524. These measures have been pilot tested against a sample of Fiscal Year 1987 grants and will be utilized on the Fiscal Year 1988 grants.

In Massachusetts, the monitoring and evaluation process for individual federal vocational education programs is operated by Division of Occupational Education staff located at each of six regional education centers. Written **PROGRESS REPORTS** submitted by the eligible recipient and **ON-SITE VISITS** conducted by the Division are the two major ways in which federal vocational education programs are monitored and evaluated.

Each school district receiving federal vocational education funds is required to complete and submit two **PROGRESS REPORTS**. These reports compare actual program expenditures against approved budgets, and actual enrollments (including target population enrollments) versus projected enrollments. The reports also identify any deviations from the proposed program and its actual implementation. When a review of the Quarterly Progress Reports reveals that a program is not meeting its projected enrollment objectives, the school must complete a **Remediation Plan Form** in which it identifies the strategies it will use to meet projected enrollments.

A **Final Program/Financial Report** is submitted by each school district operating one or more federally-funded vocational education programs, within 30 days after completion of the program or project. The Final Report details actual expenditures and enrollments and describes the significant accomplishments of the program.

ON-SITE VISITS of a sample of federal vocational programs are conducted by an evaluation team led by a representative of the Division of Occupational Education and composed of vocational instructors, administrators, support personnel, students, and advisory committee members. The evaluation team reviews self-evaluation questionnaires completed by the school district and program records and documents, such as student records in guidance, enrollment data, etc. The team also interviews the school's administrators, guidance staff, teachers, students, and advisory committee members. In addition, the evaluation team conducts a review of the facilities and equipment. A summary report of on-site evaluation results, including any recommendations for program improvement, is sent to the school district for response. In recent years, the Division has documented several instances where on-site evaluation results have been used by the school to bring about dramatic improvements in federally-funded programs.

In addition to local school evaluations, there are three other components to the Division's evaluation system:

- a placement component
- a follow-up component
- a targeted evaluation component

These additional components help identify statewide trends.

The placement component consists of regular or specialized surveys of all vocational education programs to determine the placement of graduates of these programs. Data is collected by individual school and a state-wide profile is developed. Occupations with poor placement rate averages are analyzed to determine specific causes (e.g., low labor market demand, shift in occupational skill requirement, etc.).

In the follow-up component, student and employer follow-up of completers and leavers of vocational programs are conducted across the state on a rotating basis (i.e., secondary, postsecondary, community college during alternating years). Both the skills and the attitudes of vocational program graduates are measured and employers' level of satisfaction is determined.

The targeted evaluation component consists of a specialized evaluation of an element of vocational education (e.g., teacher training) or a concentrated effort to evaluate a particular vocational program in greater detail (e.g., voluntary certification for automobile technician training programs (NATEF/NIASE). Targeted evaluations might also include surveys of certain groups involved in vocational education (e.g., advisory committee members, students, etc.).

Equal Access

Equal access to vocational programs is an important requirement of the Perkins Act and has been a central feature of Massachusetts' vocational education system for several years. The Massachusetts Board of Education has instituted a general policy that all state residents have right of access to the public schools of the Commonwealth and equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion, national origin, English language proficiency or handicap.

Furthermore, it is the policy of the Board of Education that equal access to vocational education is especially important, and consequently it has developed specific regulations to ensure this. Massachusetts' long-standing equal access policy will be pursued vigorously during fiscal years 1989-1990 and includes the following elements: Personnel, Division of Occupational Education Procedures, Technical Assistance, and Sex Equity Projects.

Labor Market Conditions: Employment Needs

In order to improve the relevance of vocational skills training programs and to enhance graduates' chances for employment, the Division of Occupational Education restricts new program development to those occupations that demonstrate a high labor market demand (in terms of the number of projected job openings and/or projected rate of growth of the occupation). During fiscal years 1989-1990, service providers applying for P.L. 98-524 funds for new programs must document labor market demand in one of two ways: (a) the inclusion of the proposed new program on the Statewide Demand List or (b) through evidence provided by the Service Providers that there is local labor market demand in its area of the state for that occupation. In addition, quality of occupation factors must be evident prior to approval of a new program.

This section first describes the projected distribution of jobs by industry sector in Massachusetts for 1995. Then, a summary of projected job growth by occupational area is given. Finally, the Statewide Demand List, which identifies the occupational fields with high statewide labor demand, is presented.

Massachusetts' Labor Market Conditions 1984-1995

During the period 1984 to 1995, the Massachusetts economy is projected to generate over 450,000 new jobs, a growth rate of about 16%. In 1985, Massachusetts maintained the lowest unemployment rate of the 11 larger industrial states for the third consecutive year, and tied New Hampshire for the lowest unemployment rate in the nation. The vigor of Massachusetts' economy has been attributed in part to its diverse industrial structure and this diverse industrial structure is expected to continue to provide strong job opportunities throughout the Commonwealth during the next decade.

Employment Distribution by Sector: 1995

The pie chart illustrates the projected distribution of jobs across the seven industry sectors for 1995. As shown in this chart, the services sector will account for the largest share of all jobs (34.6%), followed by the wholesale and retail trade sector (23.6%), and the manufacturing sector (21.7%). Substantially smaller shares of the 1995 employment will be found in the finance, insurance, and real estate sector (6.3%), the transportation, communications, and utilities sector (4.7%), the government sector (5.4%), and the construction sector (3.7%).

The projected employment distribution for 1995 depicted in the pie chart represents some shifts from 1984. Figure XX compares the employment distribution across the seven industry sectors for 1984 versus 1995. The most notable shifts are in the services sector, the manufacturing sector, and the government sector. Between 1984 and 1995, the services sector will increase its share of total statewide employment from 31.8% to 34.4%; the government sector will decrease its share from 6.2% to 5.4%; and the manufacturing sector will decrease its share of total employment from 23.6% to 21.5%.

Projected Job Growth 1984-1995

The projected employment distribution by industry sector does not by itself provide a basis for vocational programming decisions. It is also important to consider projected job growth, in terms of both the number of new jobs and the rate of growth. Figures and depict projected job growth for 1995 by industry sector and by general occupational category. In addition, the Division of Employment Security document Massachusetts Job Outlook Occupational Employment Projected Changes 1984 to 1995 provides detailed employment projections for more than 500 occupations.

Following are brief descriptions of projected job growth by occupational category, with emphasis on those fast-growing occupations for which the Commonwealth offers public secondary or postsecondary vocational skills training programs.

PROFESSIONAL AND TECHNICAL OCCUPATIONS will experience the most growth and expand the fastest; these occupations are projected to grow 25% overall and to generate 159,000 new jobs. The technical occupations will rise 33% to become the fastest growing section of this professional and technical group.

Some of the rapidly-expanding professional and technical occupations for which Massachusetts offers skills training as a part of a vocational-technical education program include:

- o Computer Programmers - 11,850 projected new jobs and 75% growth rate
- o Electrical and Electronic Technicians - 11,800 projected new jobs and 56% growth rate
- o Dental Hygienists - 950 new jobs and 31% growth rate
- o Medical Record Technicians - 320 new jobs and 33% growth rate
- o Radiologic Technicians - 770 new jobs and 22% growth rate
- o Surgical Technicians - 150 new jobs and 15% growth rate
- o Licensed Practical Nurses - 3,400 new jobs and 19% growth rate
- o Drafters - 1,750 new jobs and 15% growth rate.

MANAGERIAL OCCUPATIONS are projected to grow 19%, generating over 51,000 new jobs. Two of the managerial occupations for which the Commonwealth offers skills training as a part of a vocational-technical education program are:

- o Food Management - 3,000 new jobs and 32% growth rate
- o Retail Management (General Merchandising) - 6,000 new jobs.

SALES OCCUPATIONS will increase approximately 20% by 1995, and are expected to generate over 57,000 new jobs. Some of the Marketing and Distributive Education programs offered by the Commonwealth will prepare students for these fast-growing occupations:

- o Retail Sales - 22,300 new jobs and 19% growth rate
- o Wholesale Sales - 10,000 new jobs and 29% growth rate
- o Travel Agents - 1,340 new jobs and 47% growth rate
- o Real Estate Sales - 1,330 new jobs and 21% growth rate

CLERICAL OCCUPATIONS will continue to remain the third largest occupational category, but will expand by only 10% by 1995. This 10% growth rate, however, represents over 60,000 new jobs. Many of the Business and Office Occupations skills training programs offered by Massachusetts will prepare students for the following occupations with large numbers of projected openings.

- o Bookkeeping and Accounting Clerks - 3,280 new jobs and 6% growth rate
- o Computer and Console Operators - 5,040 new jobs and 55% growth rate
- o General Office Clerk - 8,290 new jobs and 12% growth rate
- o Secretaries - 12,450 new jobs and 14% growth
- o Office Machine Operators - 1,090 new jobs and 28% growth

SERVICE OCCUPATIONS are the second largest and second fastest growing occupational category in Massachusetts. The service occupations are expected to grow by 23% and to generate over 106,000 new jobs by 1995. Following are some of the fast-growing service jobs for which Massachusetts will offer skills training as part of a vocational-technical education program.

- o Bakers - 820 new jobs and 25% growth rate
- o Cooks/Chefs - 2,500 new jobs and 30% growth rate
- o Institutional Food Workers - 1,160 new jobs and 13% growth rate
- o Home Health Aides - 1,750 new jobs and 37% growth rate
- o Medical Assistants - 1,070 new jobs and 62% growth rate
- o Dental Assistants - 1,000 new jobs and 28% growth rate
- o Child Care Workers - 1,440 new jobs and 30% growth rate

CRAFT AND KINDRED OCCUPATIONS include the construction and building trades; mechanics, repairers, and installers; and precision workers. Between 1984 and 1995, a total of 50,000 new jobs in the construction trades should be created, in large part due to large scale construction projections such as the Central Artery, Harbor Tunnel, Deer Island Treatment Center, and Fan Pier projects. Following are some of the widely-expanding building trades for which Massachusetts will offer skills training as part of a vocational-technical education program.

- o Carpenters - 3,390 new jobs and 18% growth rate
- o Bricklayers and Stone Masons - 560 new jobs and 21% growth rate
- o Electrical Workers - 2,630 new jobs and 20% growth rate
- o Painters and Paperhangers - 1,760 new jobs and 22% growth rate
- o Plumbers and Pipefitters - 2,450 new jobs and 26% growth rate

The mechanics, repairers, and installers group of craft and kindred occupations should increase about as fast as the average rate for all occupations (16%). Some individual occupations in this group will increase at substantially higher rates. Following are some of the fast-growing occupations for which the Commonwealth offers as part of a vocational-technical education program.

- o Computer Service Technician - 3,390 new jobs and 101% growth
- o Automotive Mechanics - 4,020 new jobs and 21% growth
- o Business Machine Maintenance - 500 new jobs and 44% growth
- o Heating, Air Conditioning, and Refrigeration Mechanics - 1,190 new jobs and 22% growth.

PRODUCTION AND TRANSPORTATION OCCUPATIONS are projected to decline 4.5% by 1995, resulting in a loss of over 9,000 jobs. Two programs currently offered in the Commonwealth will be adversely affected by this decline.

- o Welders and Flamecutters - 370 fewer jobs and 5% decrease
- o Metal Machine Operators - 3,790 fewer jobs and 17% decrease.

One production and transportation occupation for which vocational-technical education institutions Massachusetts offer skills training, as part of an education program however, will experience growth:

- o Heavy Equipment Operators - 1,010 new jobs and 14% growth rate

Statewide Demand List

The Division of Occupational Education has developed a Statewide Demand List which identifies those skills training programs associated with occupations for which there is currently a high labor market demand statewide (according to the most recently available data from the Massachusetts Division of Employment Security). In addition, a program was included on this list only if: (a) the occupation requires less than baccalaureate level training, (b) the number of projected job openings are ample enough to accommodate the projected number of program completers (based on prior enrollment data) and (c) prior placement data indicates that program completers are likely to secure training-related jobs or to pursue further education.

During fiscal years 1989-1990, P.L. 98-524 funds for new programs may be used only for those programs on this Demand List or for other programs for which the service provider can provide adequate evidence that there is a local area or sub-state labor market demand. This latter option is provided to service providers in recognition of the fact that there is some diversity in Massachusetts' economy for different regions of the Commonwealth. Quality of occupation factors must be evident prior to approval of a new program. These factors include advancement opportunities, wage and benefit profile, and stability of employment potential. Advancement opportunities include self-employment.

The Division of Employment Security has created booklets that describe in detail the labor market projections for the 15 sub-state districts that conform to the Service Delivery Areas organized under the Job Training Partnership Act (JTPA).

STATEWIDE DEMAND LIST

Listed below are those occupations which require less than baccalaureate level training and which demonstrate a high labor market demand according to currently available data from the Massachusetts Division of Employment Security. The Department of Education restricts new program development to the occupations on this list, amendments to this list, or programs for which an eligible recipient documents sub-State labor market demand to the satisfaction of the Division of Occupational Education.

DISTRIBUTIVE OCCUPATIONS

040400	Finance and Credit
040800	General Merchandising
041700	Real Estate
041800	Recreation and Tourism

HEALTH OCCUPATIONS

070101	Dental Assisting
070102	Dental Hygiene
070103	Dental Laboratory Technology
070203	Medical Laboratory Technology
070301	Nursing (Associate Degree)
070302	Practical Nursing
070303	Nursing Assistant
070305	Surgical Technology
070501	Radiologic Technology
070503	Nuclear Medicine Technology
070903	Respiratory Therapist
070904	Medical Assistant
070906	Health Aide
079901	Medical Record Technology

CONSUMER AND HOME MAKING

090203	Food Management, Production, and Service
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(continued)

STATEWIDE DEMAND LIST
(continued)

OFFICE OCCUPATIONS

140100	Accounting and Computing
140201	Computer and Console Operator
140400	Information Communications
140700	Stenographic, Secretarial, and Related

TECHNOLOGY

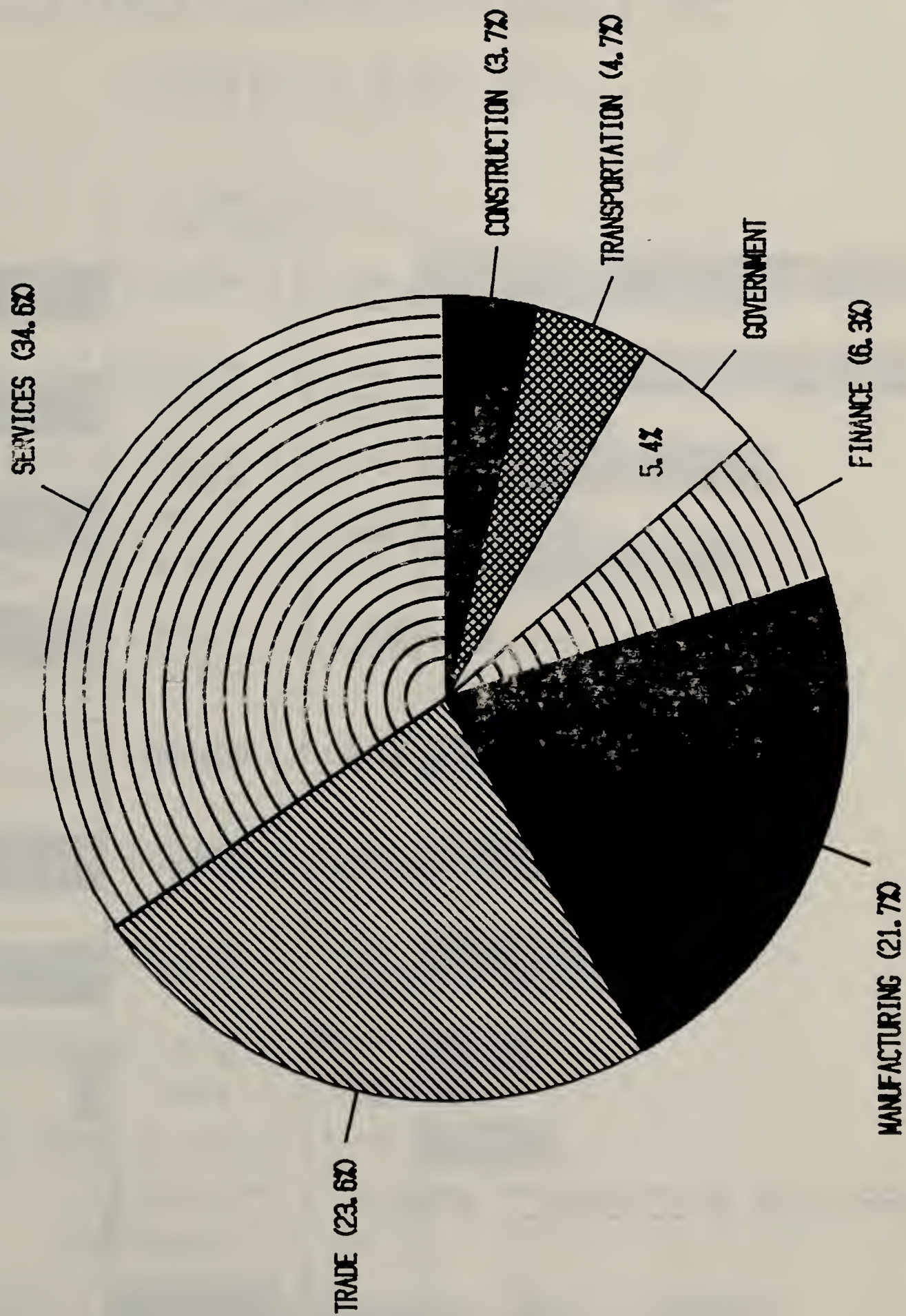
160108	Electronic Technology
160109	Computer Service Technician (Electromechanical Tech)
160113	Mechanical Technology
160401	Computer Programmer

TRADE AND INDUSTRY

170100	Heating, Ventilating, and Air Conditioning
170302	Automotive Mechanics
170600	Business Machine Maintenance
171001	Carpentry
171003	Heavy Equipment Operation and Maintenance
171004	Masonry
171007	Plumbing and Pipefitting
171099	Construction and Maintenance
171300	Drafting Occupations
171400	Electrical Occupations
171500	Electronic Occupations
171900	Graphic Communications Occupations
172900	Quantity Food Occupations
172901	Baking
172902	Cook/Chef

1995 EMPLOYMENT DISTRIBUTION

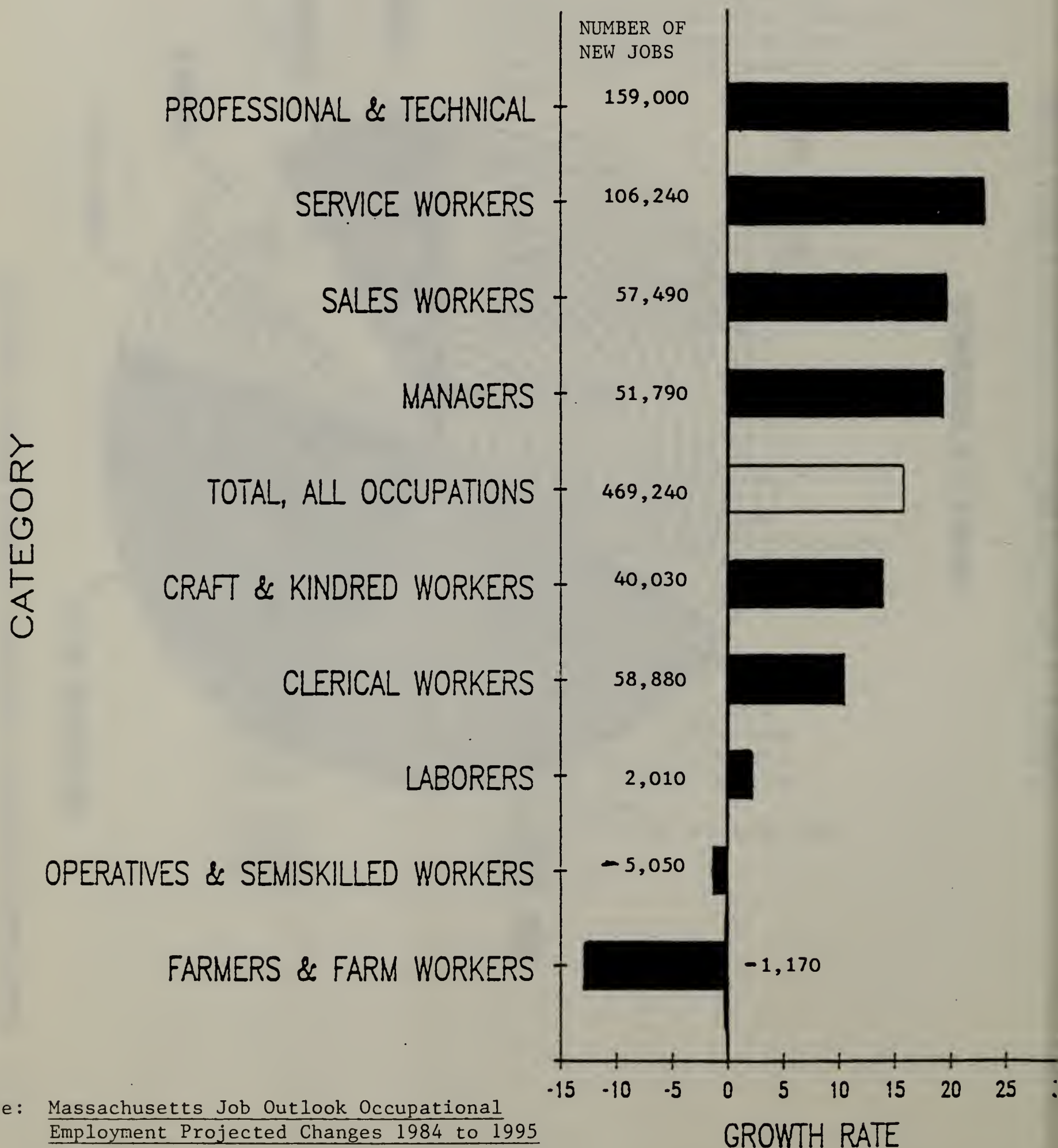
COMMONWEALTH OF MASSACHUSETTS



Source: Massachusetts Industrial Employment Projected Changes 1984-1995

(Massachusetts Division of Employment Security, May, 1986).

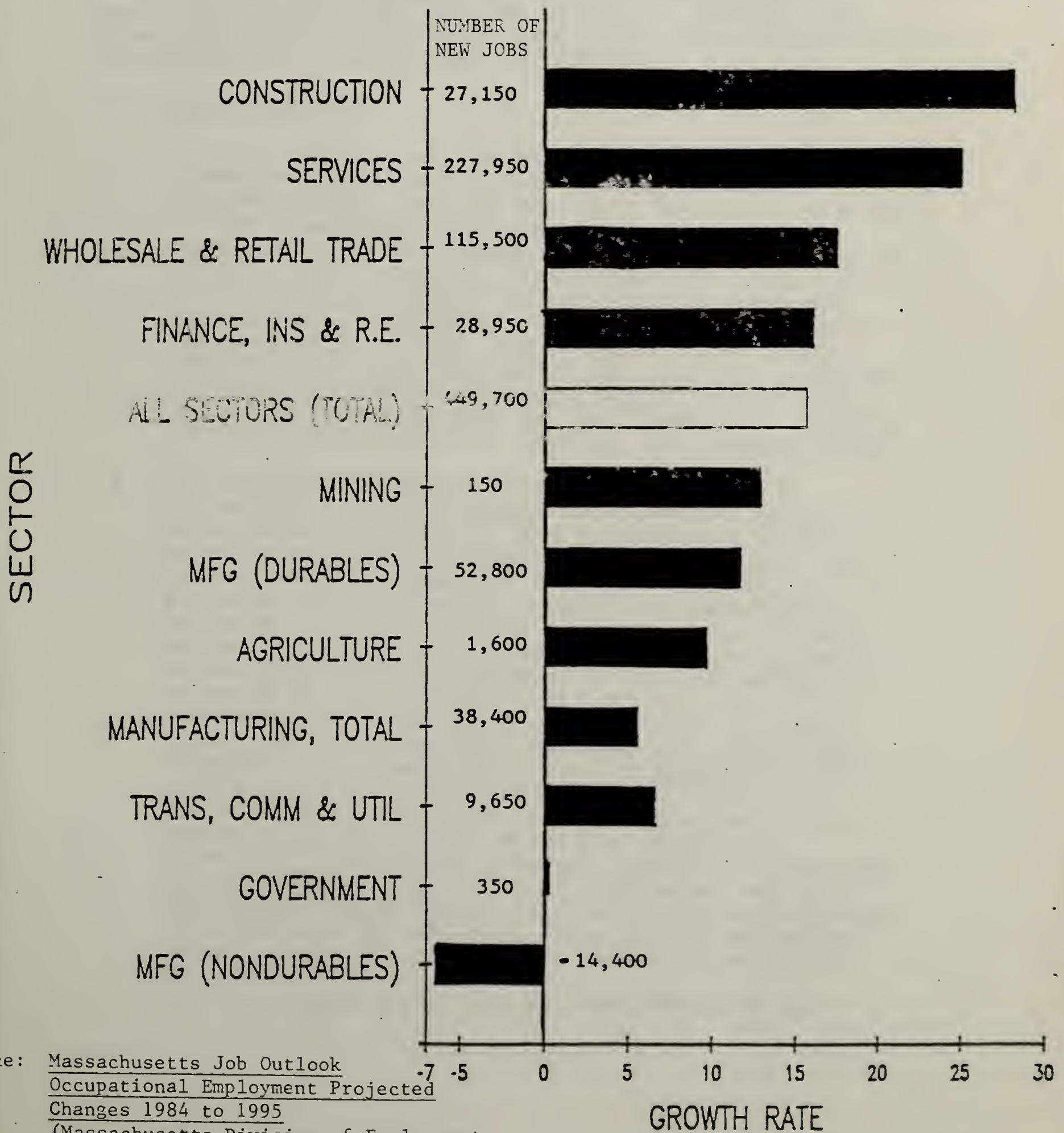
PROJECTED JOB GROWTH BY OCCUPATIONAL CATEGORY 1984 - 1995



Source: Massachusetts Job Outlook Occupational
Employment Projected Changes 1984 to 1995

(Massachusetts Division of Employment Security,
January, 1987)

PROJECTED JOB GROWTH BY INDUSTRY SECTOR 1984 - 1995



Source: Massachusetts Job Outlook
Occupational Employment Projected
Changes 1984 to 1995
(Massachusetts Division of Employment
Security, January, 1987)

Equity

I. Policies For Promoting Educational Equity

POLICIES AND PROCEDURES FOR INSURING EQUAL ACCESS TO VOCATIONAL EDUCATION FOR ALL INDIVIDUALS, ESPECIALLY THOSE WHO ARE MINORITIES, DISADVANTAGED, HANDICAPPED, LIMITED ENGLISH-PROFICIENT, FEMALES AND MALES ENTERING NON-TRADITIONAL OCCUPATIONS, ADULTS IN NEED OF TRAINING AND RETRAINING, SINGLE PARENTS OR HOMEMAKERS, AND INDIVIDUALS INCARCERATED IN CORRECTIONAL INSTITUTIONS.

A. Policy Statement

1. It is the policy of the Board of Education of the Commonwealth of Massachusetts that all state residents have right of access to the public schools of the Commonwealth and equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion, national origin, English language proficiency or handicap. The Board has promulgated regulations to insure this right of access, and requires that the regulations be liberally construed for these purposes. (Chapter 622 of the Acts of 1971, Massachusetts General Laws Chapter 76, Section 5; 603 CMR 26.00; M.G.L. Chapter 71A; Chapter 71B.)
2. Furthermore, it is the policy of the Board of Education that equal access to vocational education is especially important, and consequently it has promulgated specific regulations to this end. All state-aided and regulated vocational education programs are required to submit their admissions criteria in writing to the Division of Occupational Education for review. Funding is contingent upon, among other factors, approval of the admissions criteria by the Division. All criteria that discriminate on the basis of sex, race, religion, color, national origin or handicap are prohibited. (Chapter 74 of the General Laws of Massachusetts Regulations, s. 4.08.1 (603 CMR 4.12 (1))). In addition, the Board specifically regulates the admissions practices of selective secondary vocational schools and programs, requiring that they admit qualified applicants of both sexes and all racial and ethnic groups in numbers proportionate to the existence of each such group in the secondary school population of the geographic area served by the school. (Ch. 622 Regulations, s.8.10 (603 CMR 26.08(10))).

B. Personnel

The Division's Bureau of Program Services is staffed with personnel responsible for overseeing all procedures related to equal access for target populations. Full-time staff in the Equity Unit review Admissions Plans and data for vocational schools and programs with five or more programs statewide, coordinate the admissions activities of regional staff, serve on the Department-wide Civil Rights Task Force and coordinate the sex equity provisions of P.L. 98-524. In administering the latter, the Bureau works closely with other bureaus (Adult and Post-Secondary, Education, Training and Employment, and Research, Planning and Evaluation) to assess and recommend vocational programs and policies which overcome sex discrimination, bias and stereotyping. Additionally, the Equity Unit works with the respective bureaus in the implementation of two programs under Title II of the 1984 Vocational Education Act: The single parent/homemaker program, which emphasizes serving displaced homemakers and those in greatest financial need; and a sex equity/young women's program, which targets young women ages 14 to 25 (pursuant to section 201 (g)) to assist them in preparing to support themselves and their families.

C. Procedures

The procedures of the Division of Occupational Education to ensure equal access to public vocational education programs have been developed to comply fully with all state equal educational opportunity laws and regulations, and with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of the Handicapped Act, the Office for Civil Right (OCR) Guidelines for Vocational Education Programs, and P.L. 98-524.

1. Recipients of Federal Vocational Education Funds

- a. All local education agencies which apply for P.L. 98-524 federal vocational education funds allocated by formula are required to submit a Local Plan to the Division of Occupational Education. This plan must assess service to all target populations in each program area and propose procedures for rectifying inadequate service.
- b. All applications and competitive proposals for federal vocational education funds must contain the following before they are considered for processing: projected enrollments for all target

populations; a description of recruitment procedures for all target populations; an objective designed to reduce sex/ethnic bias, stereotyping and discrimination; an evaluation procedure for that objective; assurance that curricular materials used in the proposed project will be reviewed for sex/ethnic bias and stereotyping; an assurance that supportive services will be provided for students enrolled in non-traditional programs; and assurance that affirmative action hiring practices will be used.

- c. Staff members of the Division review all Local Occupational Education Plans, including the assessment of service to target populations, using the results of state-agency audits, the computer-generated OCR Compliance Report, and other relevant materials.
- d. Staff members review all applications for federal vocational education funds according to the following procedure:
 - i. The results of the review of the Local Occupational Education Plan are related to the applications for federal funds, and evaluated;
 - ii. The Division's uniform, statewide procedure for developing and reviewing federal applications is observed;
 - iii. The Division's Grants Management Manual, which describes all equity requirements, and offers models and/or examples, is the basis of the review;
 - iv. The Division's Review Standards for P.L. 98-524 Applications lists all requirements in the Manual, including those for equity;
 - v. Each application is reviewed by three staff members. A recommendation to fund requires the signatures of all three reviewers certifying that all requirements have been met; and
 - vi. There must be certification, by the signature of the Occupational Education Team Leader, that all equity requirements have been met before funding is recommended.
- e. The Division monitors all federal projects for equity by requiring each funded project to file Progress Reports that contain actual enrollment

figures for target populations. Further federal funds may be withheld from any project whose actual enrollment figures deviate significantly from project enrollments. The final report filed for each project reports the gender of all staff hired with federal funds.

2. Selective Secondary Vocational Schools

- a. The admissions plans of these schools, which are the primary deliverers of intensive skills training programs at the secondary level, are monitored closely by the Division. The Bureau of Program Services is responsible for supervising the monitoring of Admissions Plans. The Equity Unit within the Bureau of Program Services is responsible for coordinating statewide monitoring and directs the admissions activities of Admissions Coordinators in each of the six regional education centers of the Commonwealth. These activities focus on providing technical assistance to schools in implementing approved Admissions Plans.
- b. An approved Plan includes, among other things, an approved Admissions Policy, approved procedures for review of admissions materials for bias and stereotyping, assurance of the availability of translations of admissions materials in appropriate languages, maintenance of complete admissions files, etc.

Once approved, the Plan is incorporated into the instruments used to evaluate Chapter 74 programs, and becomes the standard for evaluating compliance with s. 4.08.1 of the Chapter 74 Regulations.

3. Chapter 74 Programs

- a. The Regulations for Chapter 74 include "admissions criteria" among the ten "approval factors" evaluated by the Division in order to approve programs. The Division's regular evaluation of these programs includes an investigation and evaluation of the conditions of admission.
- b. The Division has extended the Admissions Update process to area comprehensive high schools with five or more Chapter 74 programs. The goal over the next year is for each such school to develop an approved Admissions Plan.
- c. In accordance with the Massachusetts Methods of Administration in Response to the Office for Civil Rights Guidelines for Vocational Education

Programs, the Department of Education has instituted an annual review procedure for the compilation and distribution of a computer-generated Civil Rights Compliance Review. It is a comprehensive analysis of enrollment data for all secondary vocational education programs in the Commonwealth. Each regional education center reviews the data and selects local educational agencies for on-site monitoring.

4. Sex Equity Grants - The Division annually issues statewide Requests for Proposals (RFP's) for sex equity projects which focus on recruiting, retaining and placing females and males in non-traditional vocational programs. A particular emphasis is placed on programs for young women ages 14-25 to help them to prepare to support themselves and their families. Examples of proposals include:

- a) Hands-on exploratory programs in and the development of non-traditional programs.
- b) The formation of school-wide Equity Teams to conduct ongoing assessments of curricula and training in equity issues.
- c) The development of nontraditional peer support groups, parent outreach efforts and non-traditional recruitment materials.

Sex Equity unit staff of the Division provide ongoing technical assistance to schools and projects. Every project receives at least one onsite monitoring visit. Model recruitment and retention audiovisual products developed under sex equity funding are available on loan from the Massachusetts Vocational Curriculum Resource Center.

5. Technical Assistance - The Division recognizes that quality technical assistance to schools and staff is critical in achieving educational equity. To this end, in conjunction with school personnel, it develops and disseminates model programs for the recruitment, retention and placement of target populations. A summary of the following equity resources developed by the Division is included with each Sex Equity RFP:

- a. The You Can Do It series, with fact packs and posters translated into several languages, suggests techniques for recruiting Black, Hispanic, limited English-proficient and handicapped students of both sexes, as well as females and males into non-traditional programs. In addition to background information on the participation of target populations in vocational education, a Recruitment Guide includes step-by-step instructions for

conducting various recruitment activities. These include producing a slide-tape, writing press releases, and speaking before parent and employer groups.

- b. Making It Work, a vocational education inservice package focusing on drop-out prevention, was selected as one of ten National Dissemination 1984 Exemplary Product Award recipients. The package, including trainer and participant manuals, is divided into three modules: "Conquering Your Drop-out Woes", "Placing Your Vocational Education Students", and "A Blueprint for Student Achievement".
- c. Future Shares: Strategies for Increasing Sex-Fair Educational Practices in NonTraditional Training Courses is designed to assist vocational teachers in coping with changes required once nontraditional students are enrolled in their classes.
- d. Admissions Strategies That Work: A Guide for Vocational Educators presents workable strategies for developing and implementing admissions procedures that are useful, reliable and equitable.
- e. Further technical assistance efforts include in-service training in equity issues including equity proposal writing at the Annual Conference, assistance in developing equitable admissions policies for selective vocational schools and programs, curriculum development and staff development in competency-based vocational education, and technical assistance in forming and maintaining support groups for nontraditional students.

It is expected that all school districts will cooperate in providing, on a timely basis, access information on vocational education programs and services to students in grades 7 through 12.

Programs and Services for Targeted Populations

The Carl D. Perkins Vocational Education Act places a major emphasis upon the provision of vocational education programs and services for targeted populations. Title II, Part A of the Act, Vocational Education Opportunities, ensures special attention to these populations by requiring states to expend a "set-aside" percentage of the Basic State Grant for Vocational Education as follows:

22%	Disadvantaged
12%	Adults
10%	Handicapped
8.5%	Single Parents and Homemakers
3.5%	Elimination of Sex Bias and Stereotyping
1%	Criminal Offenders

These percentages represent a slight change from the previous federal vocational education legislation. However, with the exception of the addition of single parents, each of these set-asides assists a population that Massachusetts has treated as targeted or priority. The major alteration in program operations presented by Public Law 98-524 will be the implementation of allocation formulas for disadvantaged and handicapped which are prescribed in the law. These prescribed formulas include a factor for the number of economically disadvantaged, handicapped or limited English proficient students serviced in vocational education programs by an eligible recipient.

A continuing major goal for vocational education in Massachusetts will be to ensure equal access to vocational education programs for all students. The sub-sections which follow this introduction provide further information about services and programs for each of these targeted populations. In addition, your attention is directed to the section on "Equity" which presents considerable detail on the Commonwealth's policies for promoting educational equity in vocational education.

Programs and Services for the Disadvantaged

- A. The Division of Occupational Education is committed to insuring that disadvantaged individuals, including those with limited English proficiency, are provided equal access to the full range of vocational activities (including recruitment, enrollment and placement) and programs offered in the Commonwealth. These programs include intensive skills training, cooperative education and apprenticeship programs.
- B. Additionally, the Division insures that LEA's provide the following to any disadvantaged and/or limited-English-proficient student who enrolls in vocational education programs:
 - 1. Assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;
 - 2. Special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs described in clause (1).
 - 3. Guidance, counseling and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and
 - 4. Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.
- C. Equal access is assured primarily through the Division's Grants Management and application process under "Policies for Promoting Educational Equity" which states that funding for programs is contingent upon enrollments of target populations, including disadvantaged individuals.
- D. In addition to eligible recipients, the Division regularly funds Community-Based Organizations (CBO's) of demonstrated effectiveness to provide vocational programs and services to disadvantaged individuals. Special consideration is given to CBO's which serve the needs of severely economically disadvantaged youth ages sixteen through twenty-one. All CBO's assisted with P.L. 98-524 funds will be a sufficient size, scope and quality to give reasonable promise of successfully meeting the vocational education needs of disadvantaged students.

Assessing Academically Disadvantaged Students

Chapter 188, the Education Reform Act of 1985, required the development and administration of a Basic Skills Testing Program including standardized testing of students in Grades 3, 6, and 9. The first statewide Basic Skills testing was administered in local school districts in 1986 and covered objectives in reading, writing, and mathematics. This first set of tests was used to set a cut-off score which was voted by the State Board of Education.

Thus, the basic skills of all students, including those students enrolled in vocational education programs, will be determined and remediation programs will be established for every student who fails to achieve the 'cut-score' level on one of the basic skills tests.

In vocational education programs in Massachusetts which are supported under Title II, the Division of Occupational Education will require guidance staff to utilize assessments of a student's academic abilities as well as a determination of the student's interests when counseling and planning with disadvantaged and limited English proficient students. In addition, the Division will require that a student's interests, a student's demonstrated abilities, and any need for remedial or special services be integrated with a review of the requirements for each student's chosen vocational program. An initial enrollment counseling session and an annual review will be required for each disadvantaged student in a vocational education program funded under Title II of the Vocational Education Act.

The following table shows the results of the experiments conducted during the year 1890. The first column gives the date of the experiment, the second column the name of the person who conducted it, the third column the name of the person who observed it, the fourth column the name of the person who recorded it, the fifth column the name of the person who analyzed it, the sixth column the name of the person who reported it, the seventh column the name of the person who published it, the eighth column the name of the person who distributed it, the ninth column the name of the person who sold it, the tenth column the name of the person who bought it, the eleventh column the name of the person who used it, the twelfth column the name of the person who kept it, the thirteenth column the name of the person who gave it, the fourteenth column the name of the person who received it, the fifteenth column the name of the person who returned it, the sixteenth column the name of the person who lost it, the seventeenth column the name of the person who found it, the eighteenth column the name of the person who stole it, the nineteenth column the name of the person who was stolen from, the twentieth column the name of the person who was stolen to.

The following table shows the results of the experiments conducted during the year 1890. The first column gives the date of the experiment, the second column the name of the person who conducted it, the third column the name of the person who observed it, the fourth column the name of the person who recorded it, the fifth column the name of the person who analyzed it, the sixth column the name of the person who reported it, the seventh column the name of the person who published it, the eighth column the name of the person who distributed it, the ninth column the name of the person who sold it, the tenth column the name of the person who bought it, the eleventh column the name of the person who used it, the twelfth column the name of the person who kept it, the thirteenth column the name of the person who gave it, the fourteenth column the name of the person who received it, the fifteenth column the name of the person who returned it, the sixteenth column the name of the person who lost it, the seventeenth column the name of the person who found it, the eighteenth column the name of the person who stole it, the nineteenth column the name of the person who was stolen from, the twentieth column the name of the person who was stolen to.

Programs for Adults

Introduction

The State Board of Education approved a new Policy on Adult Education on April, 1986 and has developed an Adult Education Implementation Plan in 1987. Coordination of the activities supported by the Adult Education Plan with the activities for adult populations supported by the Perkins Act is of great importance to both efforts. The continuum of services provided to adult populations must be connected and some activities to meet this objective are included in both Plans.

- o Advisory committees for vocational education programs for adult populations will include at least one representative of adult basic education interests.
- o Adult Basic Education Advisory Councils will include at least one vocational-technical educator.
- o Interagency committees, concerned with adult populations, established by the Department of Education will include representation from both adult basic education and vocational education.
- o Information on both 'sets' of programs will be shared with service providers through regional based workshops.
- o Vocational-technical education programs for incarcerated populations will include an adult basic education component.
- o Successful assessment techniques will be shared amongst all service providers funded by the Department of Education.
- o A pilot project to design comprehensive adult education and training programs for unemployed or underemployed adults will be co-funded.

It is also important to note that significant efforts to coordinate job training programs on the state level are underway. A Cabinet level committee has been established and will report to the Governor and the Legislature on results and implementation plans by December, 1987.

In Massachusetts, education and training opportunities directed toward preparing people to earn a living are available in a very broad range of institutions and activities for adults who have completed or left high school. The postsecondary and adult education system is comprehensive and includes:

117 institutions authorized to grant degrees

- 9 independent universities
- 49 independent four year colleges
- 16 independent two year colleges and institutes
- 14 graduate professional schools or institutes
- 3 public universities
- 9 public four year colleges
- 15 community colleges
- 1 municipal two year college
- 1 public technical institute

- 178 private licensed occupational schools
- 31 public high schools and vocational-technical schools with postsecondary occupational programs or apprenticeship programs
- 16 private apprenticeship programs
- 15 Service Delivery Areas (established under the Job Training Partnerships Act) offering training programs
- 23 hospital based nursing programs

In addition, hundreds of classes for adults, many of them occupational, are offered by school districts and many of the community-based organizations and various professional organizations. Adult training and development programs and activities are also provided by both private and public sector employers in the Commonwealth.

These institutions and agencies provide services for a population of 5,737,037 people, of which 75 percent were over 18 years of age in 1980. Of the 3,643,256 people over 25 years of age in 1980, 34 percent had completed four years of high school or a G.E.D. but had not gone on to further formal schooling, while an additional 34 percent had completed one or more years of postsecondary-level training or college.

Responsibility for assessing occupational education and training needs and providing programs and services is shared by numerous public and private agencies--from the Governor's office to the smallest community-based organization. The Division of Occupational Education will participate in the coordinating activities described in this Plan especially in maintaining effective and encouraging communications with other units of the Department of Education, The Bay State Skills Corporation, the staff of The Board of Regents of Higher Education, the Massachusetts Council on Vocational Education, and the State Job Training Coordinating Council. Further detail on coordination activities of the Division is provided in this Plan. The Board of Education will continue to target the resources available for adult occupational education programs:

1. Toward the adults who have not completed high school or G.E.D. by providing state and federal funds for short-term occupational skills training programs; and
2. Toward the adults who have completed high school by providing federal funds for short-term occupational skills training programs and for certificate or two-year degree programs.

Adult Programs under P.L. 98-524

I. Purpose:

- A. To provide, expand, and improve vocational education training programs designed for people who have completed or left high school and who need entry-level or upgraded job training or retraining, including apprenticeship training.
- B. To ensure that such training is relevant to labor market needs and projections including retraining employees with new skills required by changes in technology, products, or processes.
- C. To ensure that these programs are made available to people with the greatest need--including the economically disadvantaged, the handicapped, dislocated workers, minorities, those whose English proficiency is limited, single parents, homemakers and displaced homemakers in need of job skills, and welfare clients.
- D. To ensure that programs provided under the Act meet state standards for quality of instruction, materials and equipment.

II. Eligible recipients:

- A. Public regional vocational-technical school districts
- B. Public school districts with five or more state-approved vocational programs
- C. Community colleges

III. Characteristics of fundable programs for adults:

- A. Programs may carry credits toward a degree or certificate or may be short-term training projects targeted at basic entry-level or advanced occupational skills.
- B. Programs must be reviewed to ensure that instructional materials, curricula, and services are free of sexual and ethnic stereotyping.
- C. Programs must provide recruiting strategies for enrolling economically disadvantaged, handicapped, minority, limited-English and female populations.
- D. Programs must provide training for which there is statewide employment demand (as demonstrated by inclusion on the Statewide Employment Demand List) or identified local demand.
- E. Programs should provide, or make cooperative arrangements for, necessary support services, including assessment, guidance and counseling, job development and placement.
- F. Program planning must include information-sharing and appropriate coordination with agencies and institutions that have related responsibilities and resources, including:

The local planning agency under the Job Training Partnership Act

Adult Basic Education

Local schools with postsecondary programs.

- G. Programs must be developed and operated with the active assistance of an advisory committee which has representatives from appropriate concerned groups, particularly business, industry, and labor representatives from the specific occupation.

Programs and Services for the Handicapped

- A. The Massachusetts Board of Education is committed to the United States Department of Education's position that "an appropriate comprehensive vocational education will be available and accessible to every handicapped person." Full realization of this goal requires collaborative planning and programming among the various local, state, and/or federal agencies mandated to provide occupational education for handicapped individuals.

The following are a few of the state agencies which met to develop formal cooperation, vocational education planning and service delivery for handicapped persons in the Commonwealth of Massachusetts: the Division of Occupational Education, the Division of Special Education, the Bureau of Adult Education, (all from the Massachusetts Department of Education) and the Massachusetts Rehabilitation Commission.

These state agencies pooled their resources to assess the needs of the handicapped in the Commonwealth. Their efforts resulted in Employment and Training for Handicapped Persons: Statewide Policy (Commonwealth of Massachusetts, 1981). In the process of identifying and addressing issues of importance to the disabled, the task force determined that employment is the most critical concern for this group of citizens. The commitment to assure appropriate and adequate service to the handicapped seeking employment and training will continue to determine the Department's programs for the handicapped.

- B. In an effort both to fulfill the intent of Public Law 94-142 in a vocational education setting and to address access and quality issues regarding handicapped individuals pursuant to P.L. 98-524, the Division of Occupational Education has established that the basic goals of programs funded under a s.202 (1) of P.L. 98-524 will be:

1. To provide equal access to handicapped students in recruitment, enrollment and placement activities; and
2. To provide supportive services, specialized training or individualized assistance to handicapped students that is directly related to improving the participants' ability to succeed in regular vocational programs. These include intensive skills training programs, cooperative education and apprenticeship programs.

C. Special Education Grants

1. The amounts of non-Federal funds expended for schools operated or supported by the local school district will be maintained if no Federal programs had been approved for these schools.
2. The school committee shall provide children attending private schools at private expense genuine opportunities to participate in the public school special education program, consistent with Paragraph 205.0 and other relevant provisions of the Chapter 766 Regulations, and with s.113 (b) (1) (c) of P.L. 98-524.
3. Procedures have been established to assure that all programs to the maximum extent appropriate, are delivered in the least restrictive prototype.
4. Procedures have been established to assure that testing and evaluation materials and procedures utilized for the purposes of education placement of handicapped children will be selected and administered in accordance with Paragraph 213 of the Chapter 766 Regulations, and that no single testing procedure or instrument will be the sole basis of placement for a child in Special Education.
5. The local school district assures that it will maintain a comparability of services to the point that all special needs services either provided by the system or purchased that are so offered to children under the jurisdiction of the system will be at least equal to those offered to all other students of the system.

6. All handicapped children of school age (3-21) are currently being served by the local school district; as other children in this age group are identified through mandated child search activities, they are provided with appropriate educational opportunities. P.L. 94-142 funds will be used for first and second priority (unserved and underserved) children.
7. The local school district shall insure that documentation in support of all parts of this Plan -- administrative, programmatic, and fiscal -- shall be kept on file in one central location. The local school district shall provide such documentation to all authorized Federal and State personnel.
8. Vocational education funds used for the handicapped will be consistent with the Education of the Handicapped Act (P.L. 94-142) State Plan and with P.L. 98-524.

D. Joint Projects/Outreach

1. The Division of Occupational Education works jointly with the Division of Special Education in several important areas, including the following:
 - a. Participation on the Admissions onsite team;
 - b. The development of a monitoring questionnaire for the admission of handicapped students into selective vocational schools,
 - c. A proposal to increase occupational opportunities of handicapped students in area comprehensive high schools.
2. A vocational school representative is invited to participate in the TEAM evaluation of and IEP development for all handicapped students who are being considered for vocational school placement, pursuant to Chapter 766, s. 339.2 and P.L. 98-524, s.204 (a) (3) (A) and (B).
3. The Division of Occupational Education participates in an interdivisional Civil Rights Task Force that has a number of responsibilities:

- a. To insure the implementation of the Methods of Administration (MOA),
 - b. To develop methods to bring about full compliance with Office for Civil Rights (OCR) guidelines in the agency among the schools,
 - c. To revise and improve the complaints system. All department staff who visit schools participate in mandatory civil rights training.
4. As required by the OCR Guidelines, school districts must notify the public about vocational opportunities available within the district. Pursuant to its MOA, the Department regularly monitors this public notification requirement. Such notification will be made at least one year before the students enter the grade level in which vocational education programs are first generally available, but no later than the beginning of the ninth grade.
 5. Before the Division of Occupational Education will approve any Admissions Plan, the vocational school must submit for approval a written procedure to notify the public of its admissions policy and for acquainting relevant school personnel with its contents. This policy includes a description of program offerings, requirements for eligibility, for enrollment and a statement of non-discrimination.

E. Evaluation

The Department of Education will continue to develop and utilize appropriate measures for evaluating the effectiveness of programs for the handicapped assisted under P.L. 98-524. The reader of this Plan is directed to Appendix D: Program Performance Measures.

Single Parents and Homemakers

I. Purpose:

- A. To provide, expand, and improve occupational training opportunities for adults who have had significant responsibilities in the home, working without wages, and therefore have few marketable employment skills.
- B. To ensure that such training is relevant to local labor market needs, projections and wage scales.
- C. To ensure that these training programs are made available to people with the greatest need. Priority in enrollment will be given to "displaced homemakers"--those who because of divorce, or the separation, or the death or disability of a spouse must prepare for paid employment.

II. Eligible recipients

- A. Community colleges

III. Characteristics of fundable programs for single parents and homemakers

- A. Programs may carry credits toward an Associates Degree or certificate or may be short-term training projects targeted at basic entry-level or advanced occupational skills.
- B. Programs must be reviewed to ensure that instructional materials, curricula, and services are free of sexual and ethnic stereotyping
- C. Programs must provide recruiting strategies for enrolling economically disadvantaged, handicapped, minority, limited-English and female populations.
- D. Programs must provide training for which there is statewide employment demand (as demonstrated by inclusion on the Statewide Employment Demand List) or identified local demand.
- E. Programs should provide, or make cooperative arrangements for, necessary support services, including assessment, guidance and counseling, job development and placement.

- F. Program planning must include information-sharing and appropriate coordination with agencies and institutions that have related responsibilities and resources, including:
- The local planning agency under the Job Training Partnership Act
 - Adult Basic Education
 - Local schools with postsecondary programs.
 - Displaced Homemaker Support Centers
- G. Programs must be developed and operated with the active assistance of an advisory committee which has representatives from appropriate concerned groups, particularly business, industry, and labor representatives from the specific occupation.
- H. Programs must be designed to provide training that is scheduled conveniently for single parents and homemakers.
- I. Information on day care facilities and services must be collected and made available to single parents and homemakers as part of the recruitment process for these programs.
- J. Where appropriate, programs should make arrangements for field trips or cooperative work experience related to the training provided and to local employment opportunities.

Programs and Services for Targeted Populations Sex Equity*

The Division of Occupational Education continues to support and develop programs, services (including support services) and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education. In addition to providing schools with technical assistance and curriculum materials which outline workable strategies for recruiting, retaining and placing non-traditional students, the Division annually issues statewide Requests for Proposals for Sex Equity projects. These projects emphasize hands-on vocational exploratory experiences for non-traditional students of both sexes. Pursuant to s.201 (g) of P.L. 98-524, the Division will fund model projects which target females ages 14-25 and which provide programs, services and activities to enable the participants to support themselves and their families. The Division will continue to provide relevant training and vocational education activities to women and men who desire to enter occupations that are nontraditional for their sex.

* See page 72 for further details.

Incarcerated Populations

I. Purpose:

- A. To provide, expand, and improve vocational education opportunities for incarcerated persons.
- B. To ensure that such training is relevant to labor market needs and projections.
- C. To ensure that these programs are made available to people with the greatest need - including the academically and economically disadvantaged, the handicapped, minorities, those whose English proficiency is limited, and older persons with limited job skills.

II. Eligible recipients

- A. County Houses of Correction
- B. Massachusetts Department of Correction

III. Characteristics of fundable programs:

- A. Programs may carry credits toward a degree or certificate or may be short-term training projects targeted at basic entry-level or advanced occupational skills.
- B. Programs must be reviewed to ensure that instructional materials, curricula, and services are free of sexual and ethnic stereotyping.
- C. Programs must provide recruiting strategies for enrolling economically disadvantaged, handicapped, minority, limited-English and female populations.
- D. Programs must provide training for which there is statewide employment demand (as demonstrated by inclusion on the Statewide Employment Demand List) or identified local demand.
- E. Programs should provide, or make cooperative arrangements for, necessary support services, including assessment, guidance and counseling, job development and placement.

- F. Program planning must include information-sharing and appropriate coordination with agencies and institutions that have related responsibilities and resources, including:

The local planning agency under the Job Training Partnership Act

Adult Basic Education

Local schools with postsecondary programs

- G. Programs must be developed and operated with the active assistance of an advisory committee which has representatives from appropriate concerned groups, particularly business, industry, and labor representatives from the specific occupation.
- H. Programs must require full-time participation of inmates in the training provided.

Program Improvement, Innovation and Expansion

Title II, Part B of the Carl D. Perkins Vocational Education Act (Public Law 98-524) allows states to select from a total of 25 activities to promote program improvement, innovation and expansion in the manner best suited to carry out the purposes of the Act within the state. Any project assisted with funds made available under this part must be of sufficient size, scope and quality to give reasonable promise of meeting the vocational education needs of the students in the project.

The state of Massachusetts has selected a total of 22 options from Title II, Part B to include in the scope of activities which may be considered for funding. Eligible recipients will complete a local plan for vocational education to encompass the two year period of this State Plan and the local plan will indicate the needs for program improvement.

Then, eligible recipients will complete an annual application for federal funds which will describe in detail the proposed use of funds for the local school district or community college.

In addition to this allocation process, the Division of Occupational Education will also issue Request for Proposals for certain categories of funds under Title II, Part B: Program Improvement, Innovation and Expansion. These grants will be funded on a competitive state-wide basis and will serve the program improvement needs of all eligible recipients.

A new Grants Management Manual, supplemented with annual updates, will provide to eligible recipients the detailed grants information needed to develop the annual application and to meet the reporting requirements.

The following selected activities which may be supported by federal vocational education funds during the duration of this Three Year Plan are drawn from the Title II, Part B, Program Improvement, Innovation and Expansion. In some cases, explanatory notes have been added to further explain the application of these activities to the Massachusetts Vocational education system.

- (1) The improvement of vocational education programs within the state designed to improve the quality of vocational education, including high technology programs as described in Part E of Title III, apprenticeship training programs and the provision of technical assistance. Title III, Part E programs will be funded only if an appropriation for this section of the Act is forthcoming;

- (2) the expansion of vocational education activities necessary to meet student needs and the introduction of new vocational education programs, particularly in economically depressed urban and rural areas of the state;
- (3) the introduction of new vocational education programs particularly in economically depressed urban and rural areas;
- (4) the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into the state or a community;
- (5) exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;
- (6) the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults which may include upgrading the skills of (A) employed workers, (B) workers who are unemployed as a result of technological change or industrial dislocation, (C) workers with limited English proficiency; and (D) displaced homemakers and single heads of households;
- (7) the improvement and expansion of career counseling and guidance authorized by Part D of Title III;
- (8) programs relating to curriculum development in vocational education within the state, including the application of basic skills training;
- (9) the expansion and improvement of programs at area vocational education schools;
- (10) the conduct of special courses and teaching strategies designed to teach the fundamental principles of mathematics and science through practical applications which are an integral part of the student's occupational program;

- (11) the assignment of personnel to work with employers and eligible recipients in a region to coordinate efforts to ensure that vocational programs are responsive to the labor market and supportive of apprenticeship training programs;
- (12) the activities of vocational student organizations carried out as an integral part of the secondary and postsecondary instructional programs;
- (13) prevocational programs; This activity will be realized by the provision of career and occupational information through guidance and counseling efforts and by modernized industrial arts programs which provide a broad based introduction to technology for students with an emphasis upon critical thinking and problem solving skills development;
- (14) programs of modern industrial and agricultural arts; see (14) prevocational programs; support for these programs will be based upon program needs and employment opportunities as documented through the local plan for vocational education;
- (15) support for full-time personnel to carry out section 111 (b) which shall be paid for from administrative expenses of the state available under section 102 (b); this item refers to support for personnel to carry out activities which promote sex equity and further reduction of sex stereotyping in vocational education;
- (16) placement services for students who have successfully completed vocational education programs (including special services for the handicapped and cooperative efforts with rehabilitation programs);
- (17) the acquisition of high technology equipment for vocational education programs;
- (18) the provision of vocational education through arrangements with private vocational education institutions, private postsecondary education institutions, and employers whenever such private institutions or employers can make a significant contribution to attaining the objectives of this Act and can provide substantially equivalent preparation at a lesser cost, or can provide equipment or services not available in public institutions; the use of this provision will be determined by an eligible recipient and included in the local plan or amendments to the local plan in the annual applications for funds with approval of such arrangements subject to the application review process;

- (19) the acquisition and operation of communications and telecommunications equipment for vocational education programs;
- (20) the provision of inservice and preservice training designed to increase the competence of vocational education teachers, counselors and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education;
- (21) the improvement or expansion of any other vocational education activities authorized under Title II, Part A.
- (22) day care services for children of students in secondary and postsecondary vocational education programs. Child care may be made available to parents who would be unable to participate without this service. Child care should be provided through interagency collaboration and the resources of other human service agencies (e.g. Department of Welfare) should be directed toward this need. If child care needs cannot be met with other resources, then Title II, Part B funds may be utilized in proportion to the needs of actual program enrollees.

Consumer and Homemaker Education*

A. Description:

Organized educational programs, services and activities which encourage both males and females to prepare for the occupation of homemaking and for combining the roles of homemaker and wage earner.

B. Priorities

Programs in consumer education, food and nutrition, family life education, parenting education, child development and guidance, housing and home management, and programs to prevent child abuse, spouse abuse, and substance abuse.

C. Requirements:

1. Encourage participation of both males and females to prepare them for combining the roles of homemaker and wage earner.
2. Must reflect the development of new instructional curricula based on sex-fair content and changing career and homemaking patterns for men and women.
3. Give specific consideration to cultural awareness and economic, social and bilingual needs in economically depressed areas.
4. Encourage programs that initiate collaborative arrangements with one or more community agencies to develop and implement programs to meet the needs of one or more of the following groups: the aged, young children, single parents such as pregnant and parenting teens and refugees who are unfamiliar with American culture. Collaboration is especially urged with health care delivery systems and with programs providing services to courts and correctional institutions.

D. Eligible Recipients

School Districts
Community Colleges

E. Target Populations

Pregnant and Parenting Teenagers
Refugees

* These special vocational education programs will be supported by federal vocational education funds only if funds are appropriated for the purposes of Title III, Part B of P.L. 98-524.

Comprehensive Career Guidance and Counseling Programs***A. Purpose:**

To improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education and employment needs of vocational education students and potential vocational students.

B. Methods:

Provision of organized programs, services and activities for informing students of occupational training and career choices, especially ones that improve strategies for:

1. Identifying, recruiting and enrolling previously unserved or underserved students;
2. Reducing sex bias, stereotyping and discrimination in guidance and counseling information services;
3. Providing specialized guidance and counseling for any of the following categories: handicapped students, disadvantaged students, limited-English proficient students, students enrolled in or considering enrolling in programs that are non-traditional;
4. Providing diagnostic and assessment services for any of the following categories: handicapped students, disadvantaged students, limited-English proficient students, students enrolled in or considering enrolling in programs that are non-traditional;
5. Promoting greater coordination between feeder schools and postsecondary institutions;
6. Providing initial interviews for disadvantaged students followed by on going assessment of progress and follow-up;
7. Providing improved job placement or follow-up services for persons leaving vocational education programs.
8. To obtain and use information on financial assistance for postsecondary and vocational education and job training.
9. Supporting projects which provide for counselors to obtain further experience in business, industry, labor and projects which provide opportunities to acquaint students with business, industry, the labor market and training opportunities.

*These special programs will be supported by federal vocational education funds only if funds are appropriated for the purposes of Title III, Part D of P.L. 98-524.

C. Requirements:

1. Only projects for persons enrolled in vocational education programs that lead to degrees or certificates below the baccalaureate level are allowed.
2. These funds may be used for program category: Comprehensive Career Guidance and Counseling Programs.

Support Programs by Community Based Organizations*

I. Purpose:

To promote outreach programs to facilitate the entrance of youth into a program of transitional services for subsequent entrance into vocational education, employment or training; to provide programs for supplemental job development and basic skills support services conducted in cooperation with business concerns; to provide supplemental vocational preparation programs targeted to inner city youth, non-English speaking youth and youth of other urban and rural areas having a high density of poverty who need specialized vocational education programs; to provide career intern programs; to provide programs for assessment of students needs in relation to vocational education and jobs; to provide guidance and counseling to assist students with occupational choices and the selection of appropriate vocational education programs.

II. Use of Funds:

The following kinds of programs will be supported to meet the requirements of P.L. 98-524.

- A. To provide remedial education for students enrolled in a vocational education program.
 - 1. To support programs by community based organizations that are designed to give special consideration to the needs of severely economically and educationally disadvantaged in-school youth.
 - 2. To support programs with community based organizations for the provisions of vocational education services to single parents and homemakers.
 - 3. To support programs in areas of the State in which there is an absence of sufficient vocational education facilities or in which vocational education programs do not adequately address the needs of disadvantaged students or wherever the community based organization can better serve disadvantaged students.

*These special vocational education programs will be supported by Federal vocational education funds only if funds are appropriated for the purposes of Title III, Part A of P.L. 98-524.

- B. To provide guidance and counseling to assist students in making occupational education choices and to help them in their selection of appropriate vocational education programs.
 - 1. To support transitional services such as attitudinal and motivational training programs.
 - 2. To support programs that will provide for assessment of students' needs in relation to vocational education and jobs.
- C. To provide racial and linguistic minority youth with remedial education services directly related to occupational education program completion.

To support outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training.

Community based organizations must provide, in their application for funding, evidence of careful coordination with local and/or regional vocational schools in relationship to the services to be provided by the community based organizations.

COORDINATION

Vocational education has promoted and participated in an intensified period of coordination on both the local and the state level during the past few years. The Department of Education plans to actively support the advancement of coordination initiatives in order to promote improved program operations, a more efficient match of resources, and the elimination of unwarranted duplication. In fact, the following goal has been proposed in this Plan for Fiscal Years 1989-1990:

- E. TO COORDINATE VOCATIONAL EDUCATION PROGRAMS AND SERVICES WITH OTHER PUBLIC AGENCIES AND THE PRIVATE SECTOR SO THAT RESIDENTS OF MASSACHUSETTS HAVE ACCESS TO THE FULL ARRAY OF SERVICES AVAILABLE.**

The state employment and training system in Massachusetts is currently in a period of significant reorganization that will impact vocational education. A Governor's Cabinet level committee has been working to complete a report to the State Legislature and this report will include recommendations for a coordinated approach for the operation of employment training and education for employment programs. The Commissioner of Education is a member of this group of top state government officials.

The following examples of coordination activities that were initiated by or involve vocational education does not represent the complete list of local and state efforts, but is meant to illustrate the many positive steps taken to connect programs.

1. The Interagency Coordination Committee established to assist the Division of Occupational Education to conduct the assessment of the needs of target populations and to identify coordination strategies among state agencies and local service providers, has assisted in the development of this Plan and will continue to meet during the next two years to refine these strategies and to assess progress in meeting the needs of target populations, including Welfare clients.
2. The staff of the Division of Occupational Education and the Staff of the Board of Regents will continue to coordinate the review and approval of projects at community colleges supported by Public Law 98-524 funds.
3. The Division of Occupational Education will continue to coordinate with the Bay State Skills Corporation and other state agencies to match the resources of support services and skills training for single parents and displaced homemakers.

4. The Division of Occupational Education will foster increased collaboration and effective working relationships amongst community based organizations, school districts and community colleges.
5. The Department of Education will continue to fully participate as a partner in the work of the Youth Coordinating Council, a group that monitors the statewide funding initiatives under the 8% set aside for education coordination under the Job Training Partnership Act.
6. The Department of Education will work with other state agencies and groups to effect improved coordination between adult basic education and adult training and retraining programs.
7. The Division of Occupational Education will continue to coordinate with the Department of Welfare and other state agencies to match resources for an expansion of vocational education and training programs for people who are receiving Aid to Families with Dependent Children or General Relief.
8. The Division of Occupational Education will continue coordination work with the Department of Youth Services and other Divisions of the Department of Education to provide a stable base of funding for programs that serve the occupational exploration and vocational education needs of youth committed to the Department of Youth Services.
9. The Division of Occupational Education will work with the Executive Office of Economic Affairs, the Executive Office of Labor, the Division of Employment Security, the Industrial Services Program and other state agencies to coordinate programs and services for dislocated workers.
10. The Division of Occupational Education will coordinate with the Department's Division of Special Education, with the Massachusetts Rehabilitation Commission, and other state agencies to effect smooth transition between the programs represented by these agencies.
11. The Division of Occupational Education will participate as a member of the Massachusetts Occupational Information Coordinating Committee.

**MASSACHUSETTS OCCUPATIONAL INFORMATION COORDINATING
COMMITTEE (MOICC)**

There has been established a state occupational information coordinating committee with the following as representatives:

Associate Commissioner
Division of Occupational Education
Massachusetts Department of Education

Associate Secretary
Office of Training and Employment Policy

Secretary of Economic Affairs

Director
Division of Employment Security

Commissioner
Massachusetts Rehabilitation Commission

The basic purpose of the Massachusetts Occupational Information Coordinating Committee (MOICC) is to coordinate the development and use of occupational supply and demand information to meet the needs of planners and administrators of employment and training programs as well as persons engaged in career exploration and job search. As part of this basic effort, the MOICC will encourage and facilitate communication and information exchange between developers and users as well as providing training and technical assistance to users of occupational and career information.

Among the major activities it is planned that the MOICC undertake are the following:

I. Occupational Supply Data

A major thrust of MOICC's legislative mandate is the development of a comprehensive occupational information system. As part of this effort, MOICC has identified major information gaps pertaining to the labor supply side of the labor market. In order to help alleviate this gap, MOICC will engage in a data collection effort designed to obtain enrollment and completion information by program area from:

- 1) Secondary and postsecondary public vocational education institutions
- 2) Private proprietary schools
- 3) Service Delivery Areas (SDA's) operating programs JTPA (Job Training Partnership Act)
- 4) Community Colleges

- 5) Apprenticeship programs
- 6) Higher Education

The information will be compiled, published and distributed to the user community.

II. Job Development Resource Guides

The MOICC and Division of Employment Security research staff jointly produced Job Development Resource Guides (JDRG). The JDRG's are in two volumes. The first volume provides employer listings by Standard Instructional Classification code and employment size class for each of the state's major Labor Market Areas. The second volume is divided into two parts. The first part identifies the state's major growth industries along with the dominant occupations located within these industries. The second part also identifies the major growth occupations in the state and the specific industries in which they are concentrated. The MOICC will continue to train vocational counsellors to effectively utilize the Job Guides.

III. Training

The MOICC will offer at least two (2) state and/or local training sessions on the use of labor market and occupational information. Target audiences will include:

- 1) Job Training Partnership Act (JTPA) planning and management staff;
- 2) State and local vocational educators and planners;
- 3) Job development and placement staff;
- 4) Career, vocational rehabilitation, guidance and Employment Service counselors;

Such training sessions will vary in length between 1-3 days and will utilize up-to-date State (and when appropriate local) labor market information in illustrating the uses of this data. Training materials and sessions will be tailored to address unique concerns of participants. Sessions will be delivered to individual target groups or to participants from different target audiences who share similar interests and information needs. At least one of the sessions will be devoted specifically to the job development and placement process.

V. Technical Assistance

The MOICC will facilitate the use of occupational supply and demand information in the planning and policy making areas by providing technical assistance. Activities will include:

- 1) Developing and distributing publications and brochures related to occupational supply and demand data and issues in Massachusetts;
- 2) Organizing and sponsoring a conference on key labor market and occupational information issues.

TECHNICAL COMMITTEES

The State of Massachusetts has utilized representatives of business, industry and labor organizations in the development and validation of curricula through our competency-based vocational education programs during the past four years. Local program advisory committees and special state-wide groups have been asked to review and validate proposed vocational curriculum in 25 occupational areas. Industry representatives have also served as members of the Advisory Committee to the Massachusetts Vocational Curriculum Resource Center.

During the two year period of this state plan for vocational education, the Division of Occupational Education will operate a total of two technical committees as described in Public Law 98-524.

These technical committees will be established by the Division in consultation with the State Council on Vocational Education.

The purpose of these technical committees will be to advise the Division on the development of model curricula to address state labor market needs. These technical committees will develop an inventory of skills that may be used by the state to define state-of-the-art model curricula in specific occupational areas. Such inventory will provide the type and level of knowledge and skills needed for entry, retention and advancement in occupational areas taught in Massachusetts. Further, these technical committees will assist the state by providing specific analysis of labor market trends in the occupational area (e.g., employment prospects, training requirements, technology forecasts, etc.). The Division will also request the recommendations of these technical committees concerning the professional improvement of vocational education personnel relative to the specific occupation.

Support services for these technical committees will be provided by the Division of Occupational Education and through the Division's state-wide project, the Massachusetts Vocational Curriculum Resource Center.

The membership of these technical committees will be representatives of (1) employers from a relevant industry or occupation for which the committee is established; (2) trade or professional organizations representing a relevant occupation; and (3) organized labor, where appropriate.

The state of Massachusetts has established Centers of Excellence to nurture the development of these industries:

applied technology
polymer science
marine biology
medical technology
photovoltaics
microelectronics

The Division of Occupational Education will consider appropriate occupational areas within these industries when choosing occupations for the technical committees. The Executive Office of Economic Affairs and the Executive Office of Labor will be asked to recommend members for these technical committees.

The occupational areas will be selected by the Division, in consultation with the State Council on Vocational Education and other vocational education organizations, on the basis of the following criteria;

- A. High labor market demand;
- B. Existence in several sub-state labor market areas;
- C. Potential for advancement beyond entry level position with less than a baccalaureate degree preparation;
- D. Employment stability;
- E. Healthy wage structure;
- F. Existence as a vocational-technical program in at least three educational regions of the state.

A complete report of the findings of these technical committees will be published and actively disseminated to the appropriate audience with the assistance of committee members.

COORDINATION WITH THE BOARD OF REGENTS AND COMMUNITY COLLEGES

The staff of the Division of Occupational Education coordinates with the staff of the Board of Regents of Higher Education concerning vocational education funds available to community colleges. Board of Regents staff review and evaluate all proposals submitted by community colleges. Occupational Education staff consult with Board of Regents staff throughout the proposal design, review, award and modification process. In addition, the Board of Regents staff is represented on the Coordination Committee For Public Law 98-524 which has been meeting during the period of State plan development. This continues the practice of including Board of Regents staff representation during the development and administration of the state plan for vocational education.

PART II

The Vocational Education Delivery System in Massachusetts

Overview

Vocational education in Massachusetts is an optional program of studies that is available to secondary (grades 9-12), postsecondary, and adult level populations.

The **STATE ADMINISTRATION** of vocational education is overseen by the Massachusetts Board of Education. The Division of Occupational Education is directly responsible for the various aspects of administering and supervising both federally-funded and State-approved (Chapter 74) vocational education programs.

In addition, Occupational Education "Team Leaders" and their staff are located in six **REGIONAL EDUCATION CENTERS**. They provide direct technical assistance to school districts and community colleges and are generally the first point of contact for people with the Division of Occupational Education.

Massachusetts supports a locally-based delivery system for vocational education. In general, for city and town schools, the local administration of vocational education rests with an elected or appointed school committee or board of trustees. For regional schools with several communities as members, certain administrative decisions require the approval of two-thirds of the member cities and towns.

Chapter 74 of the Massachusetts General Laws governs State-approved and State-aided vocational programs in these general areas: Vocational Agriculture, Distributive Education, Health Occupations, Occupational Preparation for Homemaking, Technical Occupations, and Trade & Industry. The **CHAPTER 74 REGULATIONS** associated with this law identify ten factors or criteria that a program must satisfy in order to be eligible for State aid: organization, control, location, equipment, courses of study, qualifications of teachers, methods of instruction, conditions of admission, employment of pupils, and expenditures.

"Non-Chapter 74" programs are offered in the areas of Business and Office Occupations, Industrial Arts, and Consumer and Homemaking. These programs are not subject to the special requirements of the Chapter 74 Regulations, but must meet the general

standards set for any type of educational program offered in the Commonwealth.

Funding for vocational education comes from federal (Perkins Act), State, and local sources. Federal funds provide about 6% of the total costs; the remaining 94% is covered by **STATE AND LOCAL FUNDS**.

The **FACILITIES** where occupational programs are offered include 225 school districts and community colleges. These facilities consist of a variety of organizational structures, ranging from an individual school in one city to a regional school with several cities and towns as members. All facilities undergo rigorous review to ensure that they meet modern occupational standards.

EQUAL ACCESS is as important for State vocational programs as for federally-funded programs. The Commonwealth has instituted a number of policies and procedures to ensure this equal access.

INSTRUCTIONAL PERSONNEL are an important resource in the Massachusetts' vocational education delivery system. Instructors of Chapter 74 programs must be approved by the Division of Occupational Education. The Division also expends considerable effort to provide professional development experiences for these instructors.

The types of **OCCUPATIONAL PROGRAMS OFFERED** in Massachusetts (both Chapter 74 and non-Chapter 74) number over 125. Programs are offered in these occupational areas: Agriculture, Distributive Education, Health, Consumer and Homemaking, Business and Office, Technical and Trade & Industry. In addition, Industrial Arts courses are offered by some communities in grades seven and eight and at the secondary level.

ENROLLMENTS in these occupational programs are monitored on both an individual school and statewide basis. Recent enrollment figures demonstrate that occupational programs continue to be a widely-chosen course of study for both the youth and adults of the Commonwealth. For example, during school year 1985-1986, over **two-thirds** of all public secondary school students were enrolled in occupational education courses.

PROGRAM EVALUATION of Chapter 74 programs involves reviewing reports submitted by all the schools and conducting on-site reviews of some schools. The Division also collects and reviews data on **STUDENT**

PLACEMENT. For fiscal year 1985, over 94% of the completers of secondary vocational programs were "positive placements" (employed, pursuing additional education, or in the military). **STUDENT AND EMPLOYER FOLLOWUP** studies are also conducted by the Division. In recent years, these studies have demonstrated that most employers and students are generally satisfied with the vocational training received by students. The findings of these studies have been used in the development of this State Plan.

State Administration of Vocational Education

The Massachusetts Board of Education, through its Division of Occupational Education, is the State agency responsible for the administration and supervision of both federally-funded and State-approved (Chapter 74) vocational education programs. The organizational chart shows how the Division of Occupational Education fits into the general structure of the Massachusetts Department of Education.

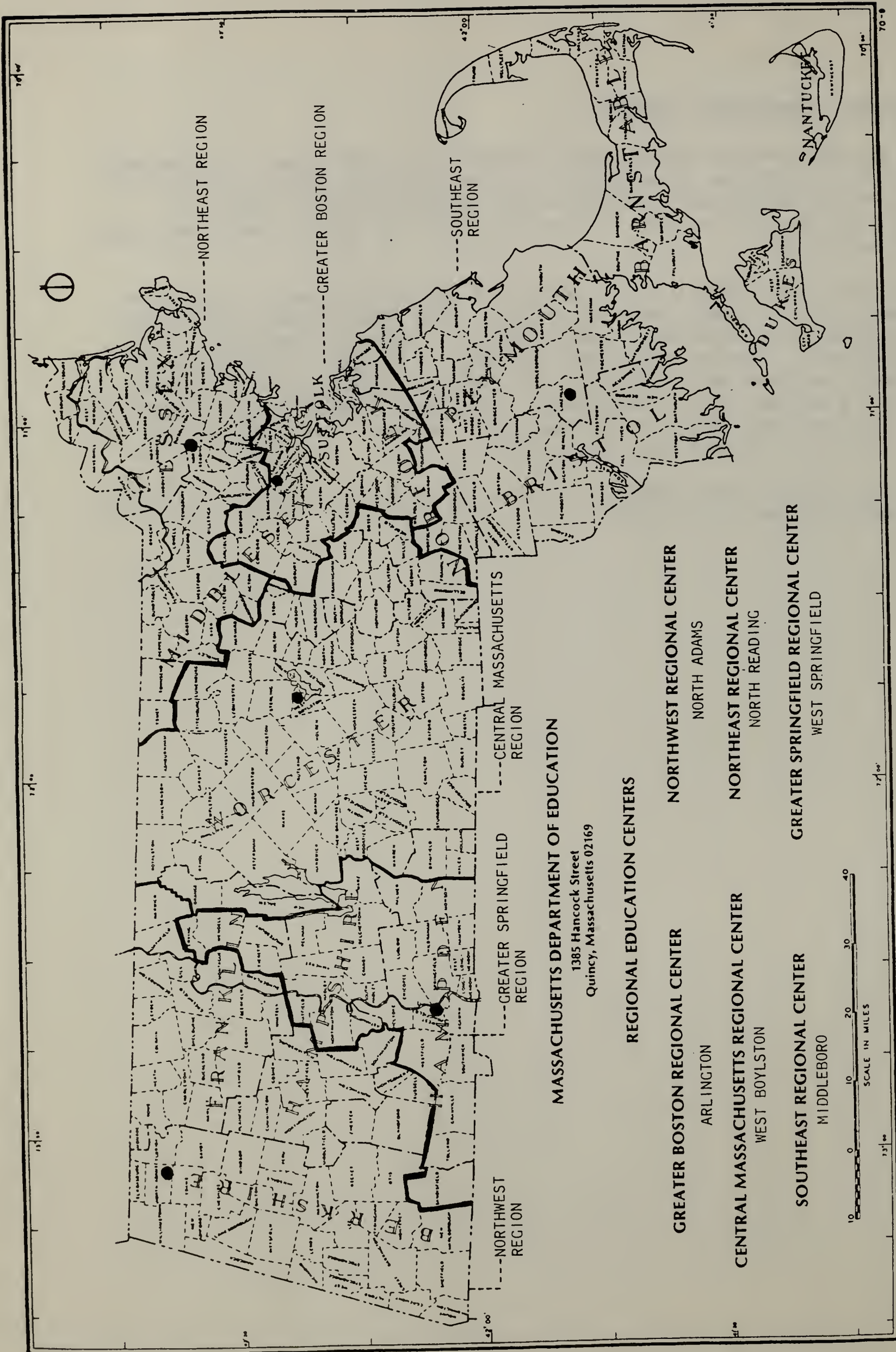
The Division of Occupational Education, headed by the Associate Commissioner, consists of six bureaus that supervise and implement the many diverse activities associated with vocational education programming.

REGIONAL EDUCATION CENTERS

The Massachusetts Department of Education operates six Regional Education Centers in addition to the central office in Quincy. This organizational structure was established in order to increase the efficiency of the delivery of educational programs and services.

Each Regional Center has a Regional Center Director and Team Leader for Occupational Education. The Team Leader and staff provide direct technical assistance to service providers and individuals. This technical assistance ranges from helping schools prepare applications for federal funds to coordinating onsite evaluations of programs. The Team Leaders are responsible for much of the day-to-day dealings between the schools and the Division of Occupational Education.

The map shows which communities are included in each of the six Regional Education Centers.



Chapter 74 Regulations

Chapter 74 of the Massachusetts General Laws governs the administration and supervision of State-approved, State-aided vocational education programs offered in these major program areas: Vocational Agriculture, Distributive Education, Health Occupations, Occupational Preparation for Homemaking, Technical Occupations, and Trade & Industry. In 1977, the Board of Education revised the Chapter 74 Regulations which set forth ten criteria or approval factors that a program must satisfy in order to be eligible for State aid. Schools must demonstrate that their programs satisfy these ten criteria both prior to the program's initial approval and on an on-going basis during the Division's monitoring and evaluation of these programs.

1. **ORGANIZATION**--Each school offering one or more Chapter 74 programs is required to maintain two types of advisory committees. A **Program Advisory Committee** for each Chapter 74 program offered and one **General Advisory Committee** for each school. The Program Advisory Committee should consist of representatives of local business and industry, organized labor, parents and students. The Program Advisory Committee is expected to meet at least twice a year and to provide advice about labor market needs, jobs skills requirements, technological developments in the program area, training alternatives, and other factors that affect the quality of the vocational program.

The General Advisory Committee must include the chairpersons of each of the Program Advisory Committees, as well as others. The main responsibility of the General Advisory Committee is to advise the school committee or board of trustees on the planning, operation, and evaluation of the vocational programs offered by the school.

It is estimated that there are over 6,000 Program and General Advisory Committee members in Massachusetts.

A second element of this "Organization" approval factor is the requirement that comprehensive high schools that offer five or more Chapter 74 programs must have a Director of Vocational Education, who has direct oversight responsibility for the programs.

2. **CONTROL**--This approval factor requires each school to demonstrate that it is under the control of a school committee or board of trustees established in compliance with the law.
3. **LOCATION**--All proposed training locations must meet modern occupational standards with respect to safety, space, and other factors that promote an environment designed to achieve quality vocational education.
4. **EQUIPMENT**--The equipment and areas in which it is used must meet modern occupational standards. In addition, there should be enough equipment available to allow each student to work continuously.
5. **COURSES OF STUDY**--This approval factor requires the school to submit a proposed course of study for each Chapter 74 program. The proposed course of study should describe instructional objectives, including expected student competencies; the scope, content and order of presentation of topics; and anticipated cost. In addition, the school must demonstrate that there is a labor market demand for both the program and the particular skills taught in the program.
6. **QUALIFICATIONS OF TEACHERS**--The bulk of the Chapter 74 Regulations describe the qualifications needed for administrative, instructional, supervisory, and guidance personnel. These qualifications include various combinations of education degree requirements, work experience, and licensure.

The certification of Chapter 74 vocational program personnel is overseen by the Office of Professional Development, in the Division's Bureau of Program Services.

7. **METHODS OF INSTRUCTION**--In general, this approval factor requires that each Chapter 74 program demonstrate that the instructional

methods used are the most effective and efficient for that program and will result in students obtaining the level of skills, knowledge, and attitudes necessary to obtain entry-level employment. More specifically, this approval factor requires that half of the program hours be spent in laboratory, shop, and work experiences; the other half of the time must be spent in related theory courses and academic instruction. In Massachusetts, some schools offer the half-time laboratory and work experiences and half-time related and academic instruction on a daily basis. Most schools use an alternating week schedule; laboratory and work experiences full-time one week, related and academic instruction full-time the next week.

8. **CONDITIONS OF ADMISSION**--The main purpose of this factor is to ensure that schools offering Chapter 74 programs maintain a rigorous policy of "equal access." Each school must obtain approval from the Division for its' admissions criteria; none of these criteria may discriminate on the basis of sex, race, religion, color, national origin, or special needs.
9. **EMPLOYMENT OF STUDENTS**--This factor regulates the cooperative education work experiences of students enrolled in Chapter 74 programs. Cooperative vocational work experience provides supervised employment opportunities and learning experiences for academic credit. Chapter 74 programs which include a cooperative work experience component must demonstrate that this work component is designed to develop and expand a student's level of occupational skills. In addition, cooperative work experiences must comply with all State and federal laws regarding the employment of minors, and this work experience must be supervised at the job site by a school staff member.
10. **EXPENDITURES**--Schools must demonstrate that expenditures for Chapter 74 programs are maintained at a cost-effective level and at a level that does not greatly exceed the State average for such programs.

NON-CHAPTER 74 PROGRAMS are offered primarily in the areas of Business and Office Occupations, Consumer and Homemaking, and Industrial Arts. Non-Chapter 74 programs are not subject to the special requirements of the Chapter 74 Regulations, but must meet the general standards that prevail for any type of educational program offered in the Commonwealth. Non-Chapter 74 programs also are not subject to the same rigorous monitoring and evaluation that the Division conducts for Chapter 74 programs. However, the Division does annually collect and review enrollment data for these Non-Chapter 74 programs.

State and Local Funds

Funding for the vocational education programs offered by school districts comes from federal (Perkins Act), State, and local sources. Tuition and admissions fees provide some additional funding for vocational programs offered by community colleges.

Federal funds provide about 6% of the total costs; the remaining 94% is covered by State and local (city and town) funds, with the majority provided by local sources.

Increased State funding for education has recently come from two sources: the State lottery and the newly-enacted Education Reform Act (Chapter 188). A portion of the State lottery receipts are given to cities and towns and are intended to be used for education. The amount each city and town receives from the lottery is based on population size.

The Education Reform Act (Chapter 188) contains 25 program sections and emphasizes that additional resources, including funds, be provided to Massachusetts communities with the greatest educational needs.

In general, the State reimburses cities and towns for part of their educational expenditures at a State-approved rate for every full-time student. Chapter 74 programs are reimbursed at double this State-approved rate. Non-Chapter 74 programs receive the standard reimbursement rate.

The majority of local funds for education are raised from city and town property taxes. Schools submit annual budgets to their cities and/or towns for approval. Regional vocational technical school districts' budgets must be approved by two-thirds of member cities and towns.

In fiscal year 1985, State and local instructional expenditures for occupational education totaled \$218,712,285.

Facilities

The majority of public vocational education programs are offered as organized programs of study in 225 schools and community colleges throughout the Commonwealth. These vocational education facilities include a variety of organizational structures, ranging from vocational or comprehensive high schools under the control of one city or town to regional schools under the control of several member cities and towns.

These vocational education facilities also vary in the programs of study offered, admissions requirements, course requirements, and so on. The general information bulletin or catalog available from each school should be consulted for this specific information.

The table shows the numbers of each type of vocational education facility located in each of the six education regions in Massachusetts. (The map on page 114 identifies which communities belong to each of the six regions.)

OCCUPATIONAL EDUCATION FACILITIES IN MASSACHUSETTS

BY REGION

<u>TYPE OF FACILITY</u>	<u>GREATER BOSTON</u>	<u>NORTH- EAST</u>	<u>CENTRAL MASS.</u>	<u>SOUTH- EAST</u>	<u>GREATER SPRING- FIELD</u>	<u>NORTH- WEST</u>	<u>TOTALS</u>
COMMUNITY COLLEGES	3	3	2	3	2	2	15
REGIONAL VOCATIONAL- TECHNICAL SCHOOLS	3	7	6	8	1	2	27
COUNTY VOCATIONAL- AGRICULTURAL SCHOOLS	1	1	0	1	0	0	3
CITY & TOWN VOCATIONAL SCHOOLS WITH FIVE OR MORE CH. 74 PROGRAMS	11	6	2	2	5	1	27
ACADEMIC REGIONAL SCHOOLS WITH CHAPTER 74 PROGRAMS	0	2	5	7	0	2	16
OTHER HIGH SCHOOLS, WITH ONE TO FOUR CHAPTER 74 PROGRAMS	5	14	8	12	2	2	43
OTHER HIGH SCHOOLS, WITH NON-CHAPTER 74* PROGRAMS	19	20	28	23	2	2	94
<u>TOTALS</u>	<u>42</u>	<u>53</u>	<u>51</u>	<u>56</u>	<u>12</u>	<u>11</u>	<u>225</u>

* NON-CHAPTER 74 PROGRAMS INCLUDE BUSINESS AND OFFICE OCCUPATIONS AND CONSUMER AND
HOMEMAKING.

OCCUPATIONAL PROGRAMS OFFERED

Massachusetts currently offers over 125 occupational programs (both Chapter 74 and non-Chapter 74) in these major areas:

- o Agriculture
- o Distributive Education
- o Health Occupations
- o Business and Office
- o Consumer and Homemaking
- o Technical Occupations
- o Trade & Industry

These programs are offered in about 225 local and regional school districts and community colleges.

The Division of Occupational Education has prepared a "Directory of Massachusetts Vocational Schools and Programs Offered" which lists the Chapter 74 programs offered by each school and also cross-lists the schools that offer each Chapter 74 program. Copies of this directory may be obtained from the Administrative Services Bureau (617) 770-7376. For more detailed information on course offerings, schools should be contacted directly.

The table shows the occupational programs offered in fiscal year 1987. The programs offered may occasionally change as a result of the Division's review of labor market needs or a variety of decisions at the local level by school districts and community colleges.

OCCUPATIONAL PROGRAMS OFFERED IN MASSACHUSETTS*

AGRICULTURE

S AGRICULTURAL PRODUCTION
 S,P ANIMAL SCIENCE
 S PLANT SCIENCE
 S SMALL ANIMAL SCIENCE
 S POULTRY SCIENCE
 P ANIMAL TECHNOLOGY (GROOMING)
 P AGRICULTURAL MECHANICS
 P FOOD PRODUCTS
 S,P ORNAMENTAL HORTICULTURE
 S ARBORICULTURE
 S,P FLORICULTURE
 S LANDSCAPING
 P NURSERY OPERATION AND
 MANAGEMENT
 S AGRICULTURAL RESOURCES
 P NATURAL RESOURCES/FORESTRY
 S NATURAL RESOURCES/WILDLIFE
 S OTHER AGRICULTURE

HEALTH OCCUPATIONS

P DENTAL ASSISTANT
 P DENTAL HYGIENE
 P MEDICAL LABORATORY ASSISTANT
 S,P MEDICAL LABORATORY TECHNICIAN,
 OTHER
 P NURSING (ASSOCIATE DEGREE)
 P PRACTICAL NURSING
 S,P NURSING AIDE
 P SURGICAL TECHNOLOGY
 P NURSING, OTHER
 P REHABILITATION
 P RADIOLOGIC TECHNOLOGY
 P OPHTHALMIC TECHNICIAN
 P MENTAL HEALTH TECHNOLOGY
 P INHALATION THERAPY
 S,P MEDICAL ASSISTANT
 S HEALTH AIDE
 P HEALTH OCCUPATION, OTHER

DISTRIBUTIVE EDUCATION

S,P APPAREL & ACCESSORIES
 S,P FINANCE & CREDIT
 S,P FOOD SERVICES
 S,P GENERAL MERCHANDISE
 P,S HOTEL & LODGING
 S,P REAL ESTATE
 P RECREATIONAL TOURISM
 S SMALL BUSINESS
 MANAGEMENT

OFFICE OCCUPATIONS

S,P ACCOUNTING & COMPUTING
 S COMPUTER & CONSOLE OPERATION
 S,P PROGRAMMER
 S,P OTHER BUSINESS DATA PROCESSING
 S FILING, OFFICE MACHINES
 S,P INFORMATION COMMUNICATION
 S MATERIALS SUPPORT
 S PERSONNEL TRAINING AND
 RELATIONS
 S,P STENO, SECRETARIAL AND RELATED
 OCCUPATIONS
 S,P SUPERVISORY AND ADMINISTRATIVE
 MANAGEMENT
 S,P TYPING AND RELATED OCCUPATIONS
 S OTHER OFFICE OCCUPATIONS

* S=SECONDARY LEVEL PROGRAM; P=POSTSECONDARY LEVEL PROGRAM.

OCCUPATIONAL PROGRAMS OFFERED IN MASSACHUSETTS*

CONSUMER & HOMEMAKING

S COMPREHENSIVE HOMEMAKING
 S CHILD DEVELOPMENT
 S CLOTHING & TEXTILES
 S CONSUMER EDUCATION
 S FAMILY HEALTH
 S FAMILY LIVING AND PARENTING
 S FOOD AND NUTRITION
 S HOME MANAGEMENT
 S HOUSING AND HOUSE FURNISHINGS
 S OTHER HOMEMAKING
 S,P CARE AND GUIDANCE OF
 CHILDREN
 S CLOTHING MANAGEMENT, PRODUCTION,
 AND SERVICES
 S,P FOOD MANAGEMENT, PRODUCTION,
 AND SERVICES
 S INSTITUTIONAL & HOME MANAGE-
 MENT & SERVICES

TECHNICAL OCCUPATIONS

P ARCHITECTURAL TECHNOLOGY
 P AUTOMOTIVE TECHNOLOGY
 S CHEMICAL TECHNOLOGY
 P CIVIL TECHNOLOGY
 P ELECTRICAL TECHNOLOGY
 S,P ELECTRONIC TECHNOLOGY
 P ELECTROMECHANICAL TECHNOLOGY
 P ENVIRONMENTAL CONTROL
 TECHNOLOGY
 P INDUSTRIAL TECHNOLOGY
 P MECHANICAL TECHNOLOGY
 S SCIENTIFIC DATA TECHNOLOGY
 S,P PROGRAMMER
 P FIRE & SAFETY TECHNOLOGY
 P POLICE SCIENCE TECHNOLOGY
 S COMMUNICATIONS TECHNOLOGY
 P OTHER TECHNICAL EDUCATION
 S PACKAGING TECHNOLOGY
 S RADIO & TV PRODUCTION
 S BUSINESS TECHNOLOGY

TRADE AND INDUSTRY

S,P AIR CONDITIONING
 S APPLIANCE REPAIR
 S BODY & FENDER REPAIR
 S AUTO MECHANICS
 S,P COMMERCIAL ART OCCUPATIONS
 S CARPENTRY
 S,P ELECTRICITY
 S HEAVY EQUIPMENT OPERATION &
 MAINTENANCE
 S MASONRY
 S PAINTING & DECORATING
 S PLUMBING & PIPEFITTING
 S CONSTRUCTION & MAINTENANCE,
 OTHER
 S CUSTODIAL SERVICES
 S,P DIESEL MECHANIC
 S,P DRAFTING OCCUPATIONS
 S ELECTRICAL OCCUPATIONS
 S ELECTRONIC OCCUPATIONS
 S RADIO & TV REPAIR
 S,P GRAPHIC ARTS OCCUPATIONS
 S PRINTING PRESS OCCUPATIONS
 S INSTRUMENT MAINTENANCE & REPAIR
 S,P MACHINE SHOP
 S SHEET METAL
 S,P WELDING & CUTTING
 S METAL PATTERNMAKING
 S METAL WORKING, OTHER
 (FABRICATING)
 S,P COSMETOLOGY
 S PLASTICS OCCUPATIONS
 S QUANTITY FOOD OCCUPATIONS
 P BAKING
 S,P COOK/CHEF
 S SMALL ENGINE REPAIR
 S STATIONARY ENERGY SOURCES
 S TEXTILE PRODUCTION &
 FABRICATION
 S UPHOLSTERING
 S WOODWORKING/CABINETMAKING
 S INDUSTRIAL SEWING MACHINE
 REPAIR
 S PACKAGING MECHANICS

*S=SECONDARY LEVEL PROGRAM; P=POSTSECONDARY LEVEL PROGRAM

Equal Access

Equal access to State-approved Chapter 74 vocational programs and services is as important as equal access to federally-funded programs. All the equal access provisions and policies described in Part I of this Mini-Plan apply to the State-approved Chapter 74 programs.

In addition, the Chapter 74 Regulations include the "Conditions of Admissions" factor among the ten factors evaluated by the Division of Occupational Education before programs are approved. All Chapter 74 programs are prohibited by the regulations from using any admission criteria that discriminate on the basis of sex, race, religion, color, national origin or special needs. The Division's regular evaluation of these programs includes an investigation and evaluation of the conditions of admission.

The Division also regularly reviews enrollments in Chapter 74 programs to determine the representation of handicapped, disadvantaged, limited English proficient, and minority students. The pie chart shows the representation of these groups among the 42,711 secondary students enrolled in Chapter 74 programs in fiscal year 1985.

PROFESSIONAL DEVELOPMENT

The Division provides a wide range of activities and training experiences designed to enhance the professional development of vocational instructors. **COMMONWEALTH INSERVICE INSTITUTE GRANTS** are used for teacher-initiated inservice training. The instructor identifies and establishes a program that will both assist his or her school and enhance his or her professional skills. In recent years, popular topics have included courses for vocational instructors of special needs students, application of the computer to occupational areas, and introduction to instructional technology. In fiscal year 1987, 307 instructors participated in 15 different programs.

The **ANNUAL PROFESSIONAL DEVELOPMENT CONFERENCE** is a 3-4 day statewide conference in which instructors attend sessions on a variety of topics, such as vocational competency testing, curriculum development, and so on. The annual conference represents a private sector education collaborative effort to assist vocational educators in maintaining the state-of-the-art in their occupational areas and in the art of teaching. In fiscal year 1987 approximately 120 organizations were involved representing business, industry and labor, as well as educational and governmental agencies from all levels. And, approximately 525 vocational educators attended 27 different sessions.

THE MASSACHUSETTS VOCATIONAL CURRICULUM RESOURCE CENTER provides workshops designed to assist vocational education professionals with curriculum design, development, or modification, as well as to provide opportunities to discuss current trends in vocational education. Topics include occupational safety and health, modifying curricula for special needs students, teacher expectations and student performance, the implications of computer-assisted-drafting for vocational education, and so on. Some workshops are offered at the request of local school districts and are usually conducted on the premises of the requesting school. Special sessions are also offered on a statewide or regional basis so that teachers from more than one school district can attend. During the 1986-87 school year 54 workshops were conducted for 1,273 educators.

The Massachusetts Vocational Curriculum Resource Center also offers services to vocational educators that can indirectly enhance their professional performance.

- o The Center maintains a widely-used lending library of print and audio-visual curriculum materials. In fiscal year 1987, approximately 9,100 items were loaned out in response to 1,932 requests for materials.
- o Over 220 software programs for the microcomputer are available for review.

- o The Center offers computerized data base searches of the major education data bases.

Vocational educators also receive training in evaluating, adapting, implementing, and developing the model curricula that are part of the statewide **COMPETENCY-BASED VOCATIONAL CURRICULUM PROJECT**. During school year 1986-87, 45 schools participated in the project and over 700 vocational and academic teachers received training.

The Division has recently developed a training program and "survival skills" manual for **prospective** vocational instructors who are skilled in their trade or technical area, but who lack teaching skills. The basic competencies needed for vocational teaching have been identified and incorporated in a program of instruction that enables newly employed teachers to develop basic teaching skills prior to entering the classroom.

Guidance counselors and guidance directors are also annually provided statewide conferences, with workshops on topics such as improving students' career decision making. The Massachusetts Occupational Information Coordinating Committee (MOICC) has presented a series of training sessions for counsellors on the use of occupational information and the publications of the MOICC such as the Job Guide.

Vocational Student Organizations

Vocational Student Organizations are defined as those organizations for vocational education students whose activities are an integral part of the secondary and post secondary instructional program

Five vocational student organizations are currently operating in the Commonwealth: Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), Office Education Association (OEA), and Vocational Industrial Clubs of America (VICA). These organizations work to improve to the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome sex and race discrimination and stereotyping, and serve students of special populations. Through the support and cooperation of business and industry, job placement and career opportunities are also enhanced.

Distributive Education Clubs of America (DECA)

DECA is designed specifically for students enrolled in Marketing and Distributive Education. The two main objectives of DECA are to further education in marketing, distribution, merchandising and management, which will contribute to occupational competence; and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system. The national organization was founded in 1947.

The Massachusetts Association of DECA was chartered as part of the national organization in 1960. DECA members develop leadership characteristics; vocational understanding necessary to compete in marketing, merchandising and management careers; self-confidence and self-esteem, high ethical standards in personal and business relationships; greater proficiency in communications; a healthy career-oriented, competitive spirit; and social, civic and business responsibility.

Competency Based Competitive Events serve as a vehicles for students to demonstrate acquired competencies and receive recognition and awards at district, state and national levels. Career Development Conferences evaluate the students' development of essential competencies needed in preparing for, and advancing in, marketing, merchandising and management careers. Thousands of students and business people interact regularly, through the Program of Competitive Activities. Massachusetts DECA offers students an opportunity to participate in twelve leadership and career development conferences annually. An average of 2,700 members take part in these annual activities.

DECA offers workshops, seminars and publications which contribute substantially to the development of required competencies and student motivation to assume responsibilities for personal leadership. Members are encouraged to be both leaders and followers. They also share a common bond because they have mutual interests, aspirations and goals.

The business community and DECA work together very closely in the best interest of the student members. The National Advisory Board of DECA offers business people and companies an opportunity to assist on the national level.

Businesses in Massachusetts may get involved by joining the MASS-DECA (State) Advisory Board. The State Advisory Board provides career and technical assistance, job opportunities and support to the student members of Massachusetts DECA.

Future Farmers of America (FFA)

The Massachusetts Association of Future Farmers of America is an association of affiliated chapters in schools having organized instruction in vocational agriculture-/agribusiness under the provisions of the Smith-Hughes and other Federal-State Vocational Education Acts. More than one chapter may be chartered in a school when deemed appropriate by the State Executive Committee.

- I. The purposes for which this Association is formed are as follows:
 - A. To develop competent, aggressive, rural, and agricultural leadership.
 - B. To create and nurture a love of country life.
 - C. To strengthen the confidence of agricultural young men and women in themselves and their work.
 - D. To encourage the intelligent choice of agricultural occupations.
 - E. To encourage members in the development of agricultural jobs.
 - F. To encourage members to improve the agricultural home and its surroundings.
 - G. To participate in worthy undertakings for the improvement of agriculture.
 - H. To develop character, train for useful citizenship, and foster patriotism.

- I. To participate in cooperative efforts.
- J. To encourage and practice thrift.
- K. To encourage improvement in scholarship.
- L. To provide and encourage the development of organized rural recreational activities.
- M. To encourage vocational education in agriculture in the public schools of the Commonwealth of Massachusetts.

The competitive events calendar begins in April and runs through March culminating at the State Convention. The Comprehensive Competitive Events schedule includes Agricultural Skills, Leadership Training, and Public Speaking. Additionally, each local FFA Chapter conducts its own Competitive Skills Events and Annual Recognition Banquet.

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)

Established in 1945, this student organization enrolls young people in home economics courses. The goal of this vocational student organization is to help youth assume their roles in society through home economics education in areas of personal growth, family life, parenting, vocational preparation and community involvement.

Office Education Association (OEA)

The Office Education Association (OEA) is a vocational student organization designed to serve the needs of business and office education students. The Massachusetts Office Education Association (MOEA) was founded in 1973 as a non-profit educational organization. The purpose of MOEA is to serve as a co-curricular learning experience for students enrolled in a business and office education program. MOEA is a chartered state chapter of the Office Education Association (OEA), the national parent organization.

Annually, the Massachusetts Office Education Association (MOEA) conducts fall and spring leadership conferences which are attended by many local delegates. State competitive event winners are then eligible to represent Massachusetts at the Annual National OEA Conference, usually held in May.

Vocational Industrial Clubs of America - VICA

Created specifically for students enrolled in trade, industrial, technical and health occupations education,

VICA's purpose is to complement the students' skill training with club activities, which are an integral part of the instructional program, to foster the development of such personal qualities as leadership, citizenship and character as well as the development of high standards of trade ethics, workmanship, scholarship and safety.

The Massachusetts Association of the Vocational Industrial Clubs of America was chartered in 1971 as part of a National Organization created by teachers of vocational education as a leadership development training vehicle for students. It is through VICA that students gain the confidence, skills and experience the lead to positive attitudes toward work and themselves. Through participation in VICA, students have opportunities to develop to develop communication, organization, teamwork and leadership skills by running their own clubs, electing officers, setting their own goals and establishing a program of work complemented by a calendar of activities each year.

VICA's Skill Olympics, a program of competitive events, based on entry level job skills exists for the purpose of recognizing vocational education students who excell in the occupational areas for which they are being trained. Industry involvement in the Skill Olympics program is essential. Experts from various trade areas donate their time to serve as contest judges and as technical committee members who assume the responsibility for selecting the skills which are to be judged, determining the format of the contests and establishing the standards by which the contests are judged.

The link between potential employers of VICA members and vocational teachers is vital if the students are to be successfully prepared to enter the world of work. Communication between education and industry ensures vocational education's ability to identify current industry needs, emerging occupations, and changing technologies. The student contestants in the Skill Olympics benefit from education and employment incentives. Through the Skill Olympics program students become highly motivated to learn in to classroom. Participation also leads to direct student-to-employer interaction and above all, the students learn to take pride in their achievements.

VICA's Vocational Initiative and Club Achievement Program is an individualized program designed to evaluate the students' development and mastery of essential competencies in both occupational training applied leadership and communication skills. Students progress through the program by climbing a ladder of recognition and successes as they concentrate work habits, skill improvement and research in their field.

Massachusetts VICA offers students an opportunity to participate in ten skill and leadership development conferences each year. Through these conferences students benefit from close contact with persons in business and industry by participating in industry update seminars, training programs and workshops sponsored by Massachusetts Industry.

Massachusetts VICA actively seeks involvement with the MASS-VICA Leadership Foundation by Massachusetts Industry through membership on the MASS-VICA Sponsoring Committee and Board of Directors. The sponsoring committee and Board of Directors provide the necessary training and funding, job opportunities and technical assistance which ensures curriculum relevance in preparatory programs.

Massachusetts VICA is currently working toward the development of a network of inservice teacher training designed to assist the teachers of vocational education with the successful integration of a VICA program of work and a curriculum of trade skills. Through the program teachers will be able to combine VICA and shop experiences that will bring positive attention to vocational education students.

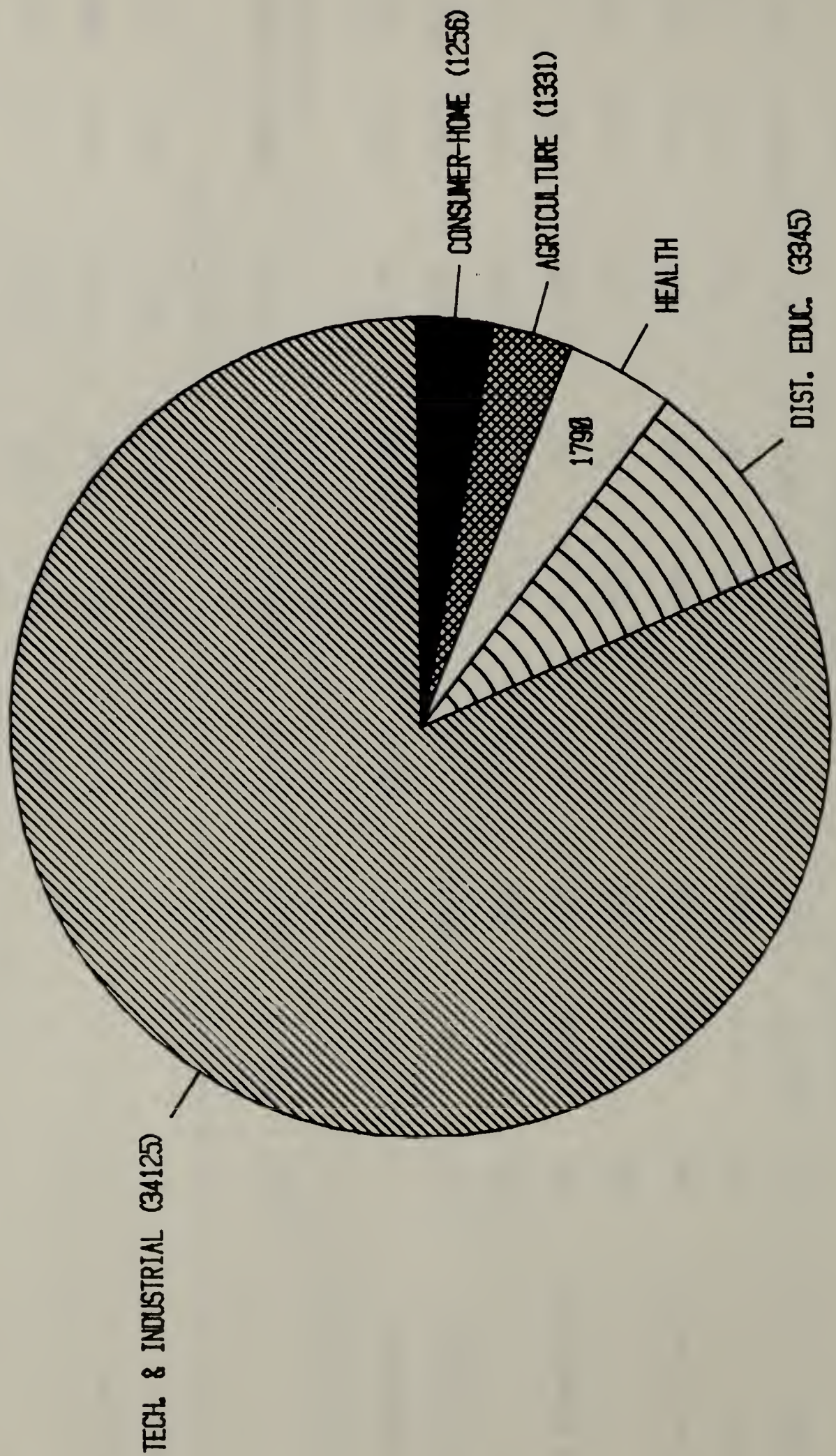
VICA's value as a motivational and incentive tool for effective learning and teaching is unlimited.

FISCAL YEAR 1986 ENROLLMENTS BY SEX

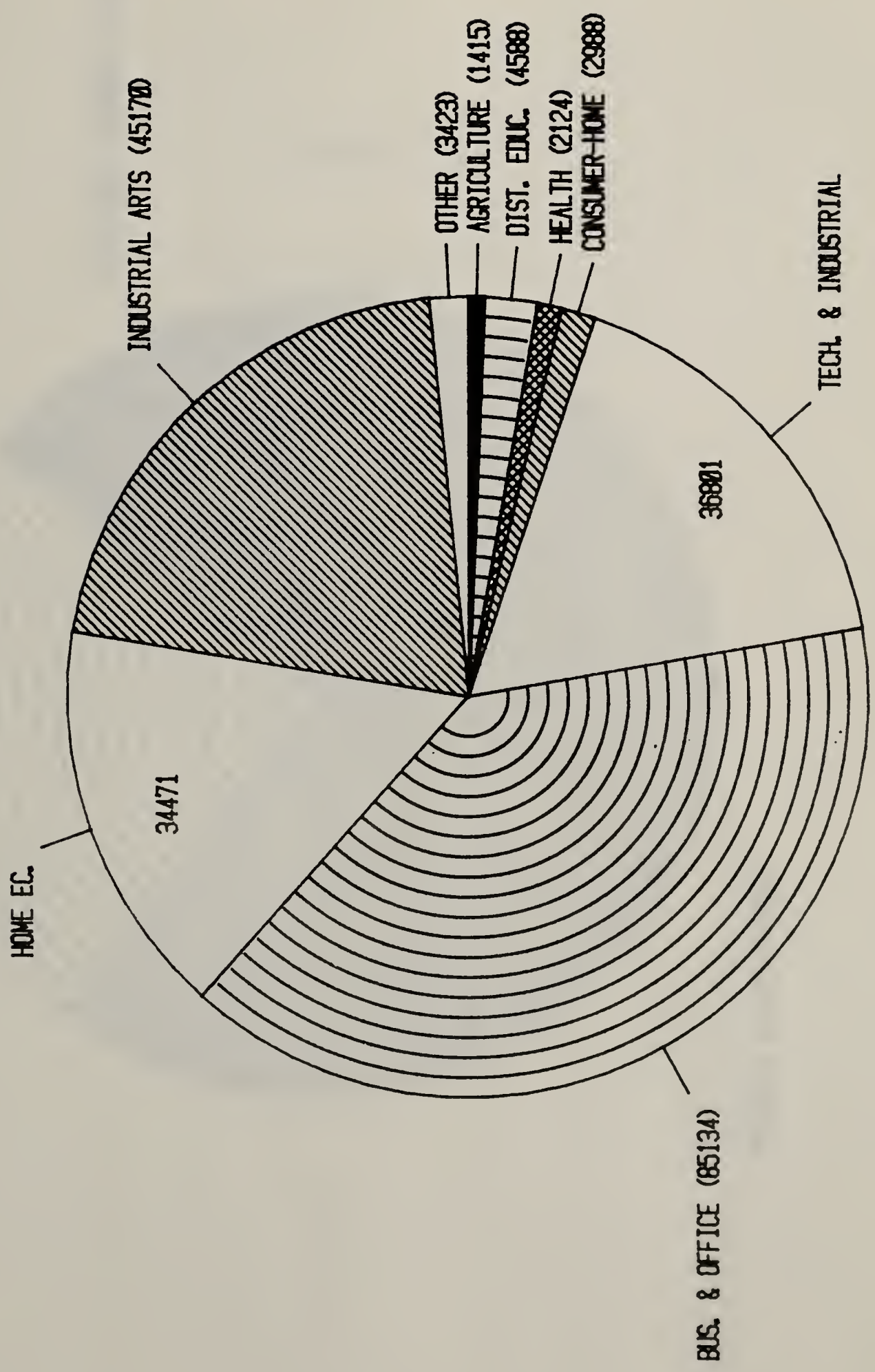
PROGRAM AREA	CHAPTER 74			NON-CHAPTER 74			TOTAL	
	All	Female	Male	All	Female	Male	Female	Male
Agriculture	1331	502	829	84	32	52	534	881
Distributive Education	3345	2220	1125	1243	747	496	2967	1621
Health	1790	1621	169	334	258	76	1879	245
Consumer & Homemaking	1256	1146	110	1732	1218	514	2364	624
Technical	1979	1142	837	917	140	777	1282	1614
Trade and Industry	32146	6497	25649	1759	309	1450	6806	27099
Business and Office	-	-	-	85134	57995	27139	57995	27139
TOTALS	41847	13128	28719	91203	60699	30504	73827	59223
Home Economics	-	-	-	34471	26497	7974	26497	7974
Industrial Arts	-	-	-	45170	5684	39486	5684	39486
Other	-	-	-	3423	2188	1235	2188	1235
TOTALS	41847	13128	28719	174267	95068	79199	108196	107918

CHAPTER 74 ENROLLMENTS

FISCAL YEAR 1986

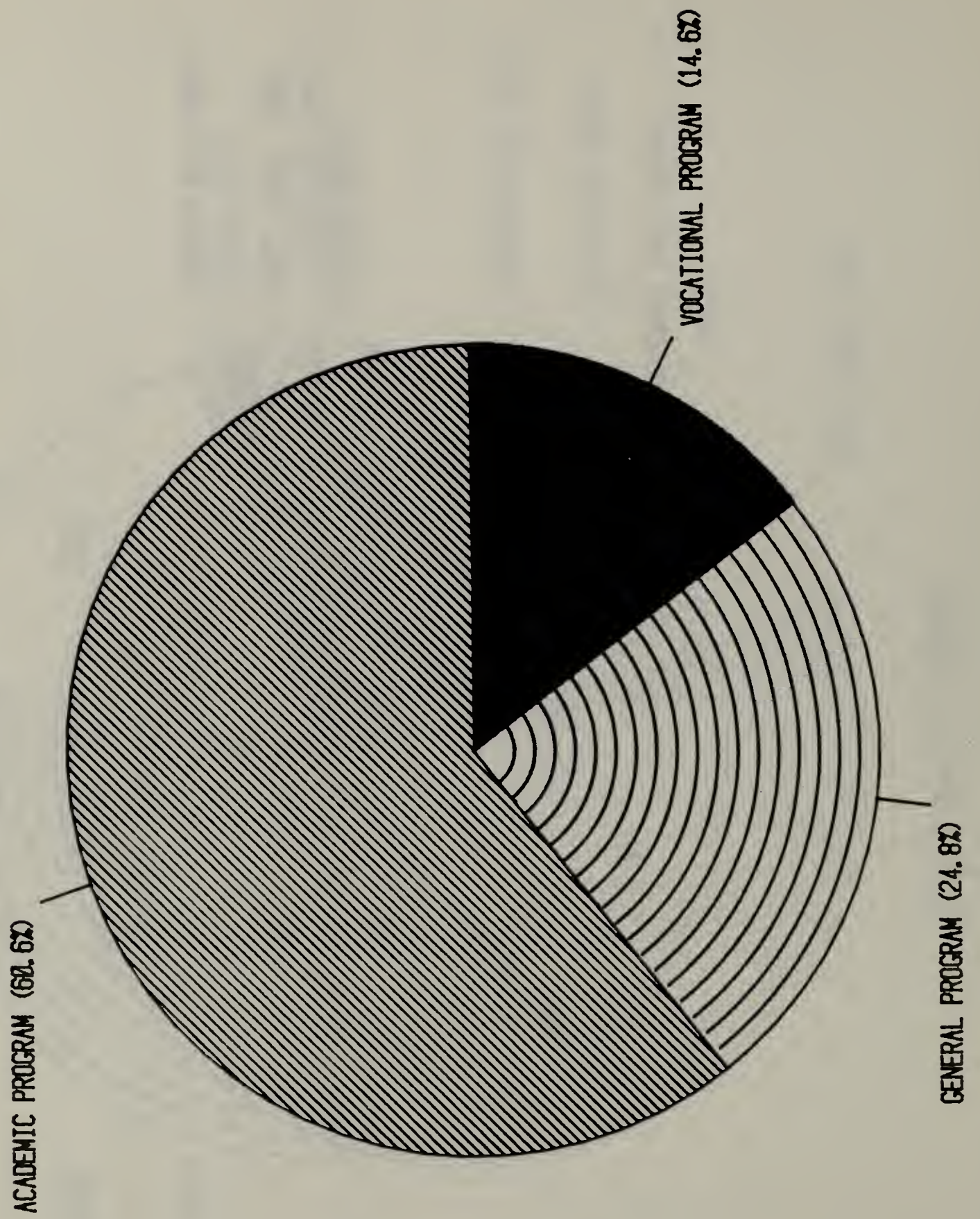


(CHL 74 & NON-CHL 74 PROGRAMS)



SELF-REPORTED EDUCATIONAL PROGRAMS

GRADE 11 STUDENTS



APPENDIX A

Public Hearing Comments

April 29, 1987

May 1, 1987

Recommendation

The State Plan should drive state policy on vocational education.

Appoint a full-time specialist on vocational agricultural education within the Department of Education.

Appoint a full-time Executive-Secretary for the Future Farmers of America.

The State Plan should foster collaboration between secondary school vocational education and community college programs.

The State Plan should support the upgrading of industrial arts programs.

Response

The assessment process used to develop the State Plan will provide an analysis of needs across the vocational education system. State policy on vocational education will be used to frame the State Plan to ensure appropriate application of Federal vocational education funds in Massachusetts.

It is the policy of the Board of Education that the Department provide services and technical assistance to all local school personnel through the staff at the six regional education centers of the Department.

A part-time Executive Secretary for the Future Farmers of America student organization has been funded and this service will be continued.

This form of collaboration will be supported by the State Plan. The State Board of Education and the Board of Regents of Higher Education have reinforced this commitment through the recent revision of the Boards' Joint Policy on Occupational Education.

Program improvement, innovation and expansion funds may be utilized by school districts to implement modern technology programs.

Recommendation

The State Plan should permit the utilization of federal vocational education funds for pre-vocational activities for welfare clients.

The State Plan should identify dropouts as a major population to be served by vocational schools.

Title II, Part B: Program Improvement, Innovation, and Expansion funds should continue to be primarily distributed through the allocation process.

Response

The Interagency Coordination Committee will identify the services that are supported by state agencies. Gaps in needed services will be jointly identified and addressed by these state agencies. Federal vocational education funds will be applied to the needs that are covered by Public Law 98-524, and local coordination with programs for welfare clients supported by other state agencies will be a requirement.

The results of the Statewide Basic Skills Testing, the statewide Assessment Testing program, and the Vocational Education Completer Followup and Employer Satisfaction Study, indicate that secondary school vocational education programs considerably improve the basic skills of students.

The interrelationship of academic knowledge and occupational skills has been effectively reinforced in vocational education programs for adults. The State Plan will address these issues.

This view will be considered during the development of the state plan.

Recommendations

No institutional coordination should be required to access federal vocational education funds.

Efforts by local school districts and community colleges to collaborate programs and services to students should be supported by the state.

Continue to distribute Consumer and Homemaker funds through the Request-For-Proposal process. Remove the restrictions on populations to be served in programs funded through the Consumer and Homemaker part of the Perkins Act.

Appoint a full-time advisor for the Future Homemakers of America student organization.

Appoint a full-time state supervisor for consumer and homemaker programs.

Develop a statewide competency based vocational education curriculum for home economics.

Response

Some coordination will be required and these requirements will vary by type of program and populations to be served.

The Request-For-Proposal process has proven more effective than the allocation process for the distribution of Consumer and Homemaker funds. The target populations of pregnant and parenting teenagers and refugees will continue to be priorities under this funding.

A part-time advisor for the Future Homemakers of America student organization has been funded and this service will continue.

It is the policy of the Board of Education that the Department provide services and technical assistance to all local school personnel through the staff at the six regional education centers of the Department.

The Board of Education continues to support the development of model competency based vocational education curricula. Child care has been completed and the fashion design and merchandising program is under development.

Recommendations

Allow purchase of equipment through consumer and homemaker funding.

The State Plan must contain specific recommendations and plans for recruiting secondary students on a statewide basis to vocational-technical education.

The state should permit the use of federal vocational education funds to purchase computers and software.

High technology areas and new and emerging occupations should be top priorities for funding.

Increase allocations for services to limited English proficient students in vocational education programs.

Response

The purchase of equipment with consumer and homemaker funds will only be permitted as it relates to the project's objectives to serve the targeted populations of refugees and pregnant and parenting teenagers.

This concern will be addressed as part of the assessment of need that will inform the development of the State Plan.

The purchase of equipment will continue to be permitted in relationship to specific objectives that address the needs of populations to be served. In many cases these objectives are not met through the purchase of equipment.

Current and projected labor market demand will continue to be primary measures for funding programs. Analysis of occupational skill requirement is an essential step in the establishment of new programs.

The funding for limited English proficient students under Public Law 98-524 is based upon the percent of the state's total limited English proficient students that reside in the particular school district. The limited English proficient allocations are a minimum amount that must be spent. School districts and community colleges can transfer some or all of their disadvantaged allocation to limited English proficient.

APPENDIX B

Outline of Assessment Process

**STATE PLAN FOR VOCATIONAL EDUCATION
FOR FISCAL YEARS 1989-90
ASSESSMENT OUTLINE**

**I. CURRENT AND PROJECTED OCCUPATIONAL NEEDS;
CURRENT AND PROJECTED DEMAND FOR
GENERAL OCCUPATIONAL SKILLS**

A. AGENCIES, ASSOCIATIONS, INDIVIDUALS

- 1 Division of Employment Security
- 2 Occupational Information Coordinating Committee
- 3 Technical Committees
- 4 Competency Based Vocational Education Advisory
Committees
- 5 Chapter 74 Advisory Committees
- 6 Organized Labor Representatives
- 7 Public Hearing Testimony
Division of Occupational Education
State Council on Vocational Education
- 8 Greater Boston Apprenticeship Council

B. DOCUMENTS

- 1 FINAL REPORT: 1986 STRATEGIES CONFERENCE
- 2 High Technology Careers in Massachusetts (DES)
- 3 High Technology Employment Developments: An
Employer Perspective (DES)
- 4 Massachusetts Industrial Employment Projected Changes,
1984-95 (DES)
- 5 Selected Occupational Wages in Manufacturing Industries
(DES)
- 6 Department of Labor and Industries, Division of
Industrial Safety - Wage Rates
- 7 Local Plans: local labor market surveys
- 8 Massachusetts Occupational Outlook Handbook
(SOICC: due to be published in the summer, 1987)
- 9 Massachusetts Occupational Employment Projected Changes,
1984-95 (DES)
- 10 Preparation For a Productive Future (National Council on
Vocational Education)
- 11 Keeping the Miracle Going: A Proposal For Economic
Stabilization in Massachusetts (Task Force on Economic
Stabilization)
- 12 Workforce 2000: Work and Workers For the 21st Century
(Hudson Institute)
- 13 High Schools and the Changing Workplace: The Employers'
View (National Academy of Sciences)

II. SPECIAL NEEDS OF THE FOLLOWING GROUPS FOR ACCESS TO VOCATIONAL EDUCATION AND VOCATIONAL SERVICES IN TERMS OF LABOR MARKET NEEDS.

1. Handicapped
2. Disadvantaged, Limited English Proficient
3. Adults in Need of Training/Retraining
4. Individuals Who Participate in Programs Designed to Eliminate Sex Bias and Stereotyping in Vocational Education
5. Single Parents or Displaced Homemakers
6. Criminal Offenders Who are Serving in a Correctional Institution

A. AGENCIES, INSTITUTIONS, INDIVIDUALS

- 1 Department of Education
- 2 Board of Regents
- 3 Department of Welfare
- 4 Massachusetts Rehabilitation Commission
- 5 Division of Youth Services
- 6 Department of Corrections
- 7 Bay State Skills Corporation, Displaced Homemaker Centers
- 8 Community Based Organizations
- 9 Department of Elder Affairs
- 10 State Council on Vocational Education
- 11 Massachusetts Commission For Occupational Education
- 12 Public Hearing Testimony
 - a. Division of Occupational Education
 - b. State Council on Vocational Education
- 13 Executive Office of Labor
- 14 Executive Office of Economic Affairs

B. DOCUMENTS

- 1 FINAL REPORT: 1986 STRATEGIES CONFERENCE
- 2 Department of Education Data
 - Admissions Plans
 - October Enrollment
 - Program Evaluations
- 3 The Shrinking of Family Poverty in Massachusetts: New Challenges For Opportunity (DES)
- 4 Board of Education Policy on Adult Education
- 5 State Plan For Adult Education
- 6 State Plan For Special Education
- 7 Special Education Annual Report: 1986
- 8 Education For Employment: A Guide to Postsecondary Vocational Education For Students with Disabilities (American Council on Education)
- 9 Local Plans For Vocational Education
- 10 Department of Youth Services: A New Agenda
- 11 Department of Public Welfare: FY 87 Goals
- 12 Massachusetts Rehabilitation Commission: Long Range Plan FY 1988-1992
- 13 The Governor's Coordination and Special Services Plan (JTPA)
- 14 Desegregation in Massachusetts; 1986-87 Annual Report
- 15 Recommendations of the State Council on Vocational

III. QUALITY OF VOCATIONAL EDUCATION IN TERMS OF

"(i) the pertinence of programs to the workplace and to new and emerging technologies,

"(ii) the responsiveness of programs to the current and projected occupational needs in the State,

"(iii) the capacity of programs to facilitate entry into, and participation in, vocational education and to ease the school-to-work and secondary-to-postsecondary transition.

"(iv) the technological and educational quality of vocational curricula, equipment, and instructional materials to enable vocational students and instructors to meet the challenges of increased technological demands of the workplace; and

"(v) the capability of vocational education programs to meet the needs for general occupational skills and improvement of academic foundations in order to address the changing content of jobs.

A. AGENCIES, ASSOCIATIONS, INDIVIDUALS

- 1 Local Plan Advisory Committees
- 2 Chapter 74 Advisory Committees
- 3 Technical Committees
- 4 Department of Education Staff
- 5 Board of Regents Staff
- 6 State Council on Vocational Education
- 7 Massachusetts Commission For Occupational Education
- 8 Massachusetts Vocational Association
- 9 Massachusetts Association of Vocational Administrators
- 10 Massachusetts Association of Occupational Education Directors
- 11 Advisory Committee To Massachusetts Vocational Curriculum Resource Center
- 12 Public Hearing Testimony (DOE, SCOVE)
- 13 Massachusetts Home Economics Association
- 14 Massachusetts Industrial Education Society

B. DOCUMENTS

- 1 FINAL REPORT: 1986 STRATEGIES CONFERENCE
- 2 Placement Study: Class of 1985
- 3 Followup of Completers/Employer Satisfaction For Secondary Vocational-Technical Education
- 4 Massachusetts Educational Assessment Program
- 5 Chapter 74 Evaluation Reports
- 6 Monitoring Reports For P.L. 98-524 Projects
- 7 Final Reports For P.L. 98-524 Projects
- 8 Local Plans For Vocational Education
- 9 Basic Skills Student Testing
- 10 Chapter 74 Completer/Student Followup Reports
- 11 Study of the Goals of Vocational Education (Abt Associates, Inc. for State Council on Vocational Education)
- 12 Recommendations of the State Council on Vocational Education

IV. THE CAPACITY OF LOCAL EDUCATIONAL AGENCIES, WITH RESPECT TO SECONDARY EDUCATION AND POSTSECONDARY EDUCATIONAL INSTITUTIONS, TO DELIVER THE VOCATIONAL EDUCATION SERVICES NECESSARY TO MEET THE NEEDS IDENTIFIED IN THE ASSESSMENT.

A. AGENCIES, ASSOCIATIONS, INDIVIDUALS

- 1 Local Plan Advisory Committees
- 2 Chapter 74 Advisory Committees
- 3 Department of Education Staff
- 4 Council of Community College Presidents
- 5 Massachusetts Vocational Association
- 6 Massachusetts Association of Vocational Administrators
- 7 Massachusetts Association of Occupational Education Directors
- 8 State Council on Vocational Education
- 9 Massachusetts Commission For Occupational Education
- 10 Public Hearing Testimony (DOE, SCOVE)
- 11 Massachusetts Home Economics Association
- 12 Massachusetts Industrial Education Society

B. DOCUMENTS

- 1 FINAL REPORT: 1986 STRATEGIES CONFERENCE
- 2 Report on the Massachusetts Employment and Training System (DES)
- 3 Joint Policy on Occupational Education Board of Education and Board of Regents
- 4 Vocational-Technical School/Community College Inventory List
- 5 Inventory of Joint Agreements and Programs Between Voc-Tech Schools and Community Colleges (SCOVE)
- 6 Local Plans For Vocational Education
- 7 Enrollment Tables and Reports
- 8 School to Work Transition Program Results
- 9 Study of the Goals of Vocational Education (Abt Associates, Inc. for State Council on Vocational Education)
- 10 Chapter 188 Implementation Report
- 11 Recommendations of the State Council on Vocational Education

APPENDIX C

Interagency Coordination Committee

INTERAGENCY COORDINATION COMMITTEE
7/87

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* represents State Council on Vocational Education

APPENDIX D

Certification and Assurances

STATE CERTIFICATION

COMMONWEALTH OF MASSACHUSETTS

I hereby certify:

1. That the Massachusetts Board of Education is eligible to submit the State Plan for Vocational Education (Massachusetts General Laws Chapter 15, S.1G);
2. That the Massachusetts Board of Education has authority under State Law to perform the functions of the State under the program; (Massachusetts General Laws, Chapter 15, S.1F);
3. That the State legally may carry out each provision of the State Plan For Vocational Education;
4. That all provisions of the Plan are consistent with State Law;
5. That the Commissioner of Education, at the direction of the Board of Education, has authority under State Law to receive, hold, and disburse Federal Funds made available under the Plan;
6. That the Commissioner of Education has authority to submit the Plan on behalf of the Board of Education;
7. That the Massachusetts Board of Education has adopted and formally approved the Two Year State Plan For Vocational Education at a meeting held on March 29, 1988;
8. That the State Plan is the basis for State operation and administration of the Plan;
9. That a copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372. A copy of the Plan was furnished to Michael Tierney, Assistant Secretary of the Massachusetts Department of Communities and Development on December 21, 1987.

April 14
Date

Harold Reynolds, Jr.
Harold Reynolds, Jr.
Commissioner of Education

GENERAL APPLICATION ASSURANCES

The State Board makes the following assurances contained in Title I, Part B of Public Law 98-524:

- (1) that the State board will comply with the requirements of titles I, II, III, and V of this Act;
- (2) that the State will comply with the distribution of assistance requirements contained in section 203;
- (3) that, to the extent consistent with the number and location of individuals described in classes (1) and (2) of section 201 (b) in the State who are enrolled in private elementary and secondary schools, provision is made for the participation of such individuals in the vocational education program assisted under Part A of title II of this Act;
- (4) that the State will distribute at least 80 percent of the funds made available for parts A and B of title II to eligible recipients, or combination of eligible recipients, except that the State will distribute 100 percent of the funds available for clauses (1) and (2) of section 202, relating to the disadvantaged and the handicapped, to eligible recipients in accordance with section 203 (1);
- (5) that, in the use of funds available for single parents and homemakers under section 201 (b)(3), that the State will emphasize assisting individuals with the greatest financial need, and that in serving homemakers the State will give special consideration to homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment;
- (6) that the State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex;
- (7A) that the State will develop measures for the effectiveness of programs assisted under this Act in meeting the needs identified in the State plan, including evaluative measurements such as -
 - (i) the occupations to be trained for, which will reflect a realistic assessment of the labor market needs of the State;
 - (ii) the levels of skills to be achieved in particular occupations, which will reflect the hiring needs of employers;

- (iii) the basic employment competencies to be used in performance outcomes, which will reflect the hiring needs of employers;
- (7B) the State will, as a component of the measures under subclause (A) of this clause, establish appropriate measures for evaluating the effectiveness of programs for the handicapped assisted under this Act; and
- (7C) provide assurances that the State will evaluate not less than 20 percent of the eligible recipients assisted within the State in each fiscal year;
- (8) that the vocational education needs of those identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed, and that such needs are reflected in and addressed by the State plan;
- (9) that the State board will cooperate with the State Council on Vocational Education in carrying out its duties under this part;
- (10) that none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization;
- (11) that for each fiscal year, expenditures for career guidance and counseling from allotments for title II and part D of title III will not be less than the expenditures for such guidance and counseling in the State for the fiscal year 1984 assisted under section 134 (a) of the Vocational Education Act of 1963;
- (12) that Federal funds made available under this Act will be used so as to supplement, and to the extent practicable increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in the State plan, and in no case supplant such State or local funds;
- (13) that the State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under this Act); and

- (14) that programs of personnel development and curriculum development will be funded to further the goals identified in the State plan.
- (15) That the State will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific courses for study, cooperative education, and apprenticeship programs, (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan, and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

The State Board makes the following assurances contained in Title III, Part C of Public Law 98-524:

- (1) that programs funded under this Part
 - (A) are designed with the active participation of the State council established pursuant to section 112;
 - (B) make maximum effective use of existing institutions, are planned to avoid duplication of programs or institutional capabilities, and to the fullest extent practicable are designed to strengthen institutional capacity to meet the education and training needs addressed by this part;
 - (C) involve close cooperation with and participation by public and private sector employers and public and private agencies working with problems of employment and training and economic development, and
 - (D) where appropriate, involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.

The State Board makes the following assurances contained in Title III, Part E of Public Law 98-524:

- (1) that funds received under this part will be used solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations (including programs providing related instruction to apprentices) and projects to train skilled workers needed to produce, install,

operate and maintain high technology equipment, systems and processes;

- (2) that to the maximum extent practicable, funds received under this part will be utilized in coordination with the Job Training Partnership Act to avoid duplication of effort and to ensure maximum effective utilization of funds under this Act and the Job Training Partnership Act;
- (3) that except as provided in subsection (c), not less than 50 per centum of the aggregate costs of programs and projects assisted under this part will be provided from non-Federal sources, and not less than 50 per centum of such non-Federal share of aggregate costs in the State will be provided by participating business and industrial firms;
- (4) programs and projects assisted under this part will be coordinated with those assisted under title II, and to the maximum extent practicable (consistent with the purposes of programs assisted under title II), supportive services will be so organized as to serve programs under both titles; and
- (5) programs and projects assisted under this part will be developed with the active participation of the State council established pursuant to section 112.

Massachusetts Board of Education

1/14/83

Date

Harold Reynolds, Jr.

Commissioner of Education

APPENDIX E

Local Application Review and Appeal Guidelines

Application Review and Appeal Guidelines

A. Application Review Guidelines

All applications from eligible recipients for funds distributed through the formula must be submitted to the appropriate Regional Education Center prior to the announced deadline. At the Regional Education Center each application is read and evaluated by the Review Team composed of staff from the Division of Occupational Education and, where appropriate, other divisions of the Department of Education. Each member of the Review Team uses a uniform Criteria Review Sheet prepared by the Division of Occupational Education. All approved applications are signed by the Occupational Education Team Leader and submitted to the Regional Center Director. Signed and approved applications are forwarded to the Division of Occupational Education. The Central Office develops with each regional center a list of applications for approval and disapproval. Final decisions are made by the Associate Commissioner of Occupational Education, who submits the applications recommended for approval to the Board of Education.

All proposals submitted in response to state-wide Requests for Proposals are read and evaluated by a Review Team composed of regional and central office staff (at least one member of which is an educational equity officer). A review criteria form is used by the team members to assign a score to each proposal. A list of all proposals ranked in order of total score, with recommendations for approval and disapproval, is submitted to the Associate Commissioner of Occupational Education. Final decisions are made by the Associate Commissioner, who forwards all proposals recommended for funding to the Board of Education.

No applicant will be informed of any recommendation to approve or disapprove an application prior to action by the Board of Education.

One of the factors in the uniform Criteria Review Sheet that is considered in the evaluation of applications for formula allocation funds is the extent to which the local education agency's application reflects the needs identified in its Local Plan. Each Local Plan will be evaluated for completeness and content. The content of the Local Plan will be assessed according to the information available in such documents as the Chapter 74 Program Audit, the Office for Civil Rights Compliance Reports (enrollment statistics by program by student category), and Admissions Plan Updates.

All grant applications which are recommended for funding by the Division of Occupational Education must be reviewed by the Massachusetts Board of Education at its regular monthly meetings.

When the Board of Education approves a grant to a local education agency, a grant award letter is sent to the recipient. Recipients which are private institutions or non-profit organizations, however, must complete a contract with the Commonwealth of Massachusetts and may not commence grant activities until Commonwealth approval has been granted.

The Chief Administrative Officer of the grant recipient agency must sign the award letter, accepting the terms of the award, and return it within thirty (30) working days to the Associate Commissioner of Occupational Education.

B. Appeal Guidelines

Local education agencies and others eligible for funding for education programs administered by the Massachusetts Department of Education shall be afforded the opportunity for a hearing in compliance with the General Education Provisions, Education Amendments of 1978 (20 U.S.C. 1231b-2) and EDGAR (Section 100B.401).

Any applicant or recipient agency (hereinafter "applicant") aggrieved by the final action of the Massachusetts Department of Education ("Department"), and alleging a violation of state or federal law, rules, regulations, or guidelines governing the applicable program in:

- 1) disapproving or failing to approve its application or program in whole or part,
- 2) failing to provide funds in amounts in accord with the requirements of laws and regulations, or

3) terminating further assistance for an approved program, and within thirty (30) calendar days of such final action request a hearing. The following rules and procedures shall apply:

a. The chief executive officer of any applicant agency adversely affected by a Department final action concerning the applicant's funding, application, or project and alleging a violation, as described above, may address a written request for a hearing to: Commissioner of Education, Massachusetts Department of Education, 1385 Hancock Street, Quincy, Massachusetts, 02169 (address subject to change). This written request must be received by the Commissioner's office within thirty (30) calendar days after notification by mail to such applicant of the Department decision being appealed.

b. The written request for a hearing submitted by an applicant to the Department shall include the following:

1. A statement of the issue(s) being appealed alleging a violation of state or federal law, regulations, or guidelines governing the applicable program, including an itemization of the matters of fact and law upon which the applicant bases its appeal;
2. Copies of all documents, correspondence, data, exhibits, and other information which the applicant intends to introduce at the hearing to support its position; and
3. A list of witnesses whose testimony will be introduced.

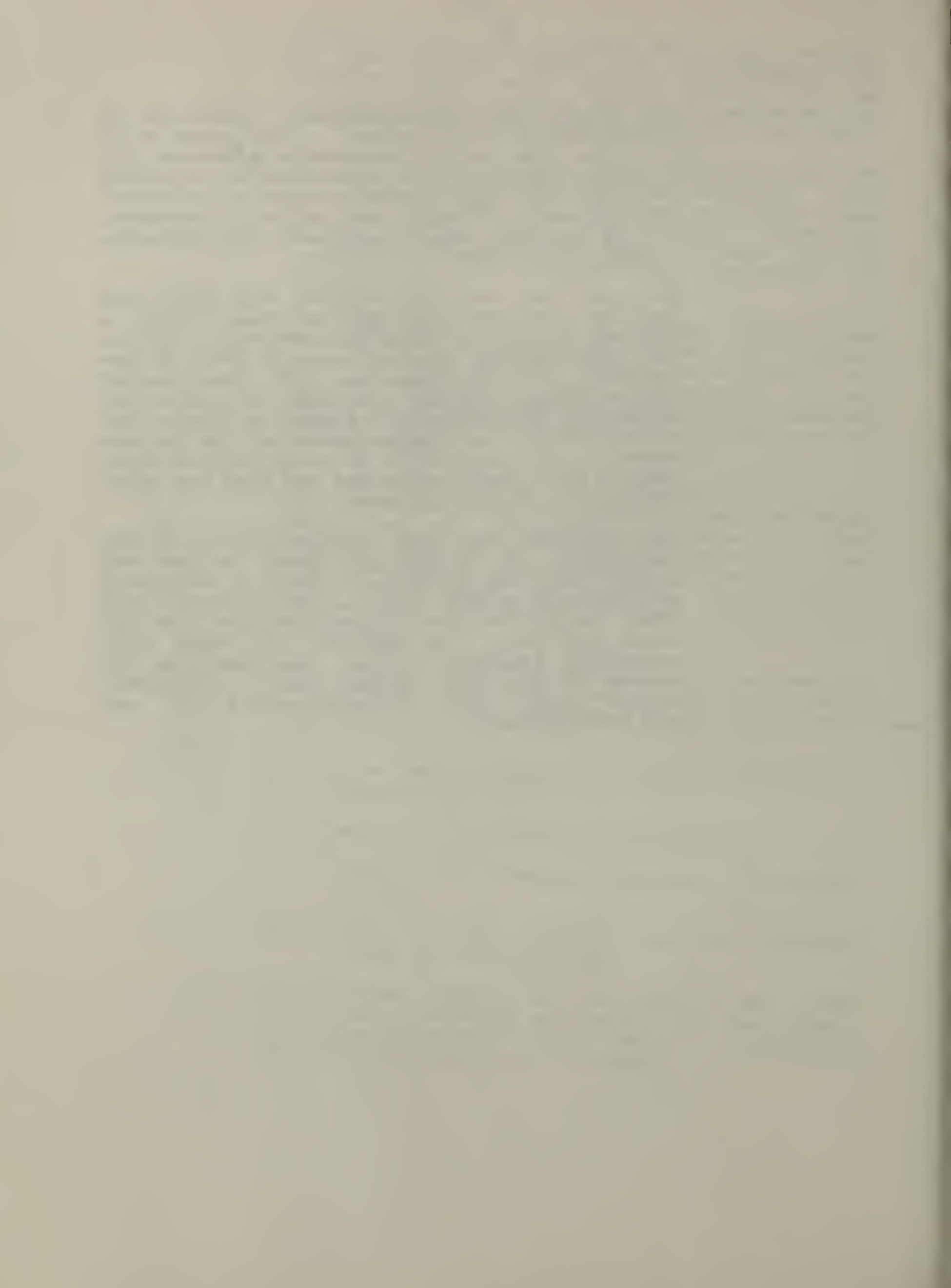
Copies of all the above information shall be submitted in triplicate.

c. The Department shall make available at reasonable times and places to each applicant public records of the Department pertaining to those final actions being appealed.

d. The Commissioner shall act as or designate a hearing officer for the purpose of conducting the hearing.

- e. Within thirty (30) calendar days after receipt of the written request for a hearing, the hearing office shall hold a hearing on the record and shall review the final action of the Department and all relevant evidence submitted.
- f. The hearing office shall notify the applicant of the time and location of the hearing. Such notification shall be provided at least seven (7) calendar days before the scheduled hearing. All hearings shall be held in the offices of the Massachusetts Department of Education.
- g. The applicant may be represented before the hearing officer by its chief executive officer or other employee duly authorized to appear, or by an attorney. When represented by an attorney, his/her name and post office address must be endorsed upon each document submitted by the applicant.
- h. The applicant may waive oral presentation before the hearing officer and request a decision based solely on the documents provided that the hearing officer may request further written clarification of the documents in question. If oral presentation is elected, the hearing officer may regulate the time allotted for testimony.
- i. The hearing shall be convened by the hearing officer at the time and place previously established. The hearing officer shall have authority to:
 - 1. Rule upon offers of proof and receive relevant evidence.
 - 2. Regulate the course of the hearing.
 - 3. Dispose of procedural requests or similar matters.
 - 4. Reach a final decision of the issue(s) raised by the applicant.
- j. The hearing officer need not observe the rules of evidence observed by courts and shall admit and give probative effect only to reasonably reliable and substantial evidence.

- k. The hearing officer may exclude irrelevant or unduly repetitious evidence. Each party shall have the right to call and examine witnesses, to introduce exhibits, to cross-examine witnesses who testify, and to submit rebuttal evidence. All testimony, evidence, and exhibits introduced at the hearing shall constitute the exclusive record for decision.
- l. No later than ten (10) calendar days after the hearing, the hearing officer shall issue a written decision, including reasons therefore and determination of each issue of fact or law necessary to the decision. If the hearing officer determines that the final action of the Department was contrary to Federal or State law, or the rules and regulations and guidelines governing the applicable program, he/she shall rescind such final action and may make any other appropriate corrective order.
- m. Any applicant aggrieved by the failure of the Department to rescind its final action may appeal the final decision to the U.S. Secretary of Education within twenty (20) calendar days after receipt of written notification from the hearing officer. (An applicant for funds under Vocational Education Act may also petition for review in the U.S. Circuit Court of Appeals within sixty (60) calendar days of any continuing appeal.)



STATEMENT OF ASSURANCES (FY1989)

The grant recipient hereby assures the Chief State School Officer that:

A. GENERAL: FOR ALL APPLICANTS FOR ALL STATE AND FEDERAL FUNDS

1. The grant recipient shall administer each program covered by the application in accordance with the provisions and conditions of all applicable federal and state statutes, regulations, program plans and applications.
2. The control of funds provided to the grant recipient under each program and title to property acquired with those funds shall be in a public agency, and a public agency shall administer those funds and property.
3. The grant recipient shall use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that recipient under each program. The grant recipient shall adhere to the fiscal policy of the Massachusetts Board of Education including *Fiscal Accountability Regulations for Grant Programs* (603 CMR 32.00). The grant recipient shall also adhere to Title 34, parts 74, 75 and 76 of the *Code of Federal Regulations* and to requirements pertaining to the obligation and expenditure of grant appropriations (20 U.S.C. 1225b).
4. The grant recipient shall comply with the requirements of the Single Audit Act (31 U.S.C. 7501 et seq.). A recipient of \$25,000 or more in Federal education assistance shall be included in the community's single audit, and shall forward a copy of the audit to the Department of Education.
5. The grant recipient shall make reports to the Department of Education, Board and Commissioner as may be required to enable the Department, Board and Commissioner to perform their duties and the grant recipient shall maintain such records, including the records required under Section 437 of the General Education Provisions Act (20 U.S.C. 1232f), and provide access to those records as the Department, Board or Commissioner deem necessary to perform their duties.
6. The grant recipient ensures equal employment/educational opportunities/affirmative action, regardless of race, color, creed, national origin or sex—in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Chapter 622 of the Acts of 1971 and G.L. c. 151B—or handicap, in compliance with Section 504 of the Rehabilitation Act of 1973 and G.L. c. 151B, and all regulations promulgated thereunder. The grant recipient agrees to provide an affirmative action plan upon request pursuant to Article XIII of Executive Order No. 227 and Article XIII of Executive Order No. 246.
7. The activities conducted under the grant(s) received during the regular school year will be carried out in accordance with any applicable current court order or Board-approved desegregation plan.
8. The grant recipient acknowledges that it may be subject to review by the U.S. Office for Civil Rights, for compliance with civil rights requirements, even after the Massachusetts Department of Education may have completed such review(s).
9. In the case of any project involving construction: (a) the project is consistent with state and federal requirements for the construction of school facilities, and (b) it complies with standards prescribed by the U.S. Secretary of Education under Section 504 of the Rehabilitation Act of 1973 and applicable state laws and regulations in order to ensure that facilities constructed with the use of federal funds are accessible to handicapped individuals.
10. The grant recipient shall provide reasonable opportunities for participation by teachers, parents, students and other interested agencies, organizations and individuals in the planning for and operation of each program.
11. Any application, evaluation, program plan or report relating to each program shall be made available to parents and other members of the general public consistent with public information requirements.
12. The grant recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
13. The grant recipient shall provide the opportunity for full and equal participation of non-public school students and teachers in the purposes and benefits of programs funded through Chapter 2, Education Consolidation and Improvement Act of 1981 (20 U.S.C. 3811 et seq.).
14. Federal funds shall be used for the purpose of supporting the proposed new or expanded program, and in no case to supplant state and local education funds.

15. The grant recipient shall take appropriate action to assure the protection and confidentiality of any personally identifiable data, information and records collected or maintained by it, in accordance with Massachusetts Student Record Regulations.
16. All teachers, administrators and support personnel hired for this program shall meet the standards for the position for which they have been hired as set by the Massachusetts Board and Department of Education and other applicable state and federal standards.
17. If any copyrightable material is developed in the course of or under the grant(s) received, the Massachusetts Department of Education shall have a royalty-free, non-exclusive and irrevocable right to reproduce, publish or otherwise use, and to authorize others to use, the work for educational purposes. Upon request, the grant recipient shall provide the Department with camera-ready printed copy, a stable master electronic copy or a high quality photocopy of such work for subsequent duplication, use or distribution by the Department for educational purposes.

B. SPECIAL EDUCATION

1. The amounts of non-federal funds expended for special education programs operated or supported by the grant recipient shall be maintained at the same level as they would have been maintained if no federal programs had been approved for the grant recipient.
2. The grant recipient shall provide children attending private schools at private expense genuine opportunities to participate in the public school special education program, consistent with Paragraph 205.0 and other relevant provisions of the Chapter 766 Regulations.
3. Procedures have been established to assure that all programs, to the maximum extent appropriate, are delivered in the least restrictive prototype.
4. Procedures have been established to assure that testing and evaluation materials and procedures utilized for the purposes of educational placement of handicapped children will be selected and administered in accordance with Paragraph 213 of the Chapter 766 Regulations, and that no single testing procedure or instrument will be the sole basis of placement for a child in special education.
5. The grant recipient assures that, consistent with the requirements of individualized educational plans, the special needs services received by students under the grant(s) are comparable to those special needs services received by students with the use of non-federal funds.
6. All handicapped children of school age (3-21) are currently being served by the grant recipient. As other children in this age group are identified through mandated child search activities, they will be provided with appropriate educational opportunities. P.L. 94-142 funds will be used for first and second priority (unserved and underserved) children.
7. The grant recipient shall maintain documentation in support of all parts of the grant(s) received—administrative, programmatic and fiscal—in one central location. The grant recipient shall provide such documentation to all authorized federal and state personnel on request.
8. Notwithstanding General Assurances A-2, grant funds awarded for private special education programs shall be under the control of the appropriate grant recipient for the uses and purposes specified in the particular grant application(s), and title to property purchased with the funds shall be in the awarding public agency.

C. OCCUPATIONAL EDUCATION

1. Vocational education funds used for the handicapped shall be used in a manner consistent with the Education of the Handicapped Act (P.L. 94-142) State Plan.
2. Grant recipients having five or more Chapter 74 approved programs shall submit and obtain approval of an Annual Admissions Plan.
3. A grant recipient which is a local educational agency shall maintain its previous year's fiscal effort for vocational/occupational education on either an aggregate or per student basis.

4. All programs, services and activities shall be in compliance with the Massachusetts Two Year State Plan for Vocational Education, the Division of Occupational Education's Grant Management Manual and the Carl D. Perkins Vocational Education Act (P.L. 98-524) and regulations..
5. The grant recipient shall comply with Office for Civil Rights final *Guidelines for Vocational Education Programs*, effective March 15, 1979. (See *Federal Register*, Wednesday, March 21, 1979, pages 17162-17175.)
6. Recipients of Carl D. Perkins Vocational Education Act (P.L. 98-524) funds shall meet local regular and/or excess cost funding costs match requirements, and administrative and reporting requirements of the Division of Occupational Education.

D. NUTRITION EDUCATION AND SCHOOL FOOD SERVICES

In lieu of the requirement that all language relating to civil rights assurances be written into all agreements with the School Food Authorities (e.g., local school districts), the following language is being incorporated into this set of assurances:

1. The program applicant hereby agrees to comply with U.S. Department of Agriculture eligibility, fiscal accountability and other requirements of Title 7, parts 210, 215, 220, 226 and 245 of the *Code of Federal Regulations*.
2. The program applicant hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d *et seq.*), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 *et seq.*); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); the Age Discrimination Act of 1975 (42 U.S.C. 6101 *et seq.*); all provisions required by the implementing regulations of the U.S. Department of Agriculture (USDA); Department of Justice Enforcement Guidelines (28 CFR 50.3 and 42); and U.S. Department of Agriculture, Food and Nutrition Service (FNS) directives and guidelines to the effect that no person shall—on the grounds of race, color, national origin, sex, age or handicap—be excluded from participation in, be denied benefits of or otherwise be subject to discrimination under any program or activity for which the program applicant receives federal financial assistance from FNS, and hereby gives assurance that it will immediately take measures necessary to effectuate this agreement.
3. By accepting this assurance, the program applicant agrees to compile data, maintain records and submit reports, as required, to permit effective enforcement of the nondiscrimination laws and permit authorized USDA personnel during normal working hours to review such records, books and accounts as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, Food and Nutrition Service shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the program applicant and its successors, transferees and assignees as long as they receive assistance or retain possession of any assistance from the Department. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the program applicant.

Fiscal Audit Appeal Procedure

- A. All appeals requests shall be made in writing and addressed to the Commissioner of Education, 1385 Hancock Street, Quincy, Massachusetts, 02169. This written request must be received by the Commissioner's office within ten (10) days after receipt of the written notifications of the program unit's audit resolution.
- B. The request for appeal shall include:
 - 1. A statement of the issues being appealed, with appropriate supporting documentation;
 - 2. Copies of all documents, correspondence, data, exhibits and other information which the audited agency intends to introduce in support of its position; and
 - 3. A list of witnesses whose testimony will be introduced. Copies of the above materials shall be submitted in triplicate.
- C. The Department of Education shall make available at reasonable times and places to each audited agency public records of the Department pertaining to those audit determinations being appealed or to any review or appeal such audited agency is undergoing.
- D. The Commissioner shall act as, or designate, a hearing officer for the purpose of conducting the hearings.
- E. Within fifteen (15) working days after receipt of a request for a hearing, the hearing officer shall hold a hearing on the record and shall review the written audit report.
- F. The hearing officer shall notify the audited agency of the time and location of the hearing. Such notification shall be provided at least five (5) working days before the scheduled hearing. All hearings shall be held in the offices of the Massachusetts Department of Education.
- G. An audited agency may be represented before the hearing officer by its chief executive officer or other employee duly authorized to appear, or by an attorney; when represented by an attorney, his/her name and post office address must be endorsed upon document submitted by the audited agency.
- H. The agency may waive oral presentation before the hearing officer and request a decision based solely on the documents filed, provided that the hearing officer may request further written clarification of the documents in question. If oral presentation is elected, the hearing officer may regulate the time allotted for testimony.

- I. The hearing shall be convened by the hearing officer at the time and place previously established. The hearing officer shall have authority to:
1. Rule upon offers of proof and receive relevant evidence.
 2. Regulate the course of the hearing.
 3. Dispose of procedural requests or similar matters.
 4. Reach a final decision on the issue(s) raised by the audited agency.
- J. The hearing officer need not observe the rules of evidence observed by courts and shall admit and give probative effect only to reasonably reliable and substantial evidence.

The hearing officer may exclude irrelevant or unduly repetitious evidence. Each party shall have the right to call and examine witnesses, to introduce exhibits, to cross-examine witnesses who testify, and to submit rebuttal evidence. The hearing office may also introduce exhibits and testimony and cross-examine witnesses. All testimony, evidence and exhibits introduced at the hearing shall constitute the exclusive record of decision.

- K. No later than twenty (20) working days after the hearing, the hearing officer shall issue a written decision, including reasons therefore and determination of each issue including corrective action necessary as a result of the decision.
- L. The decision of the hearing officer shall be final if grants and contracts are funded exclusively by state monies.
- M. The Department of Education will require the audited agency within thirty (30) days:
1. To take whatever corrective action the agency is required to take following its appeal, or
 2. To notify the State Education Agency, if federal funds are involved of its intention to appeal to the Federal Commissioner under Section 425 of the General Education Provisions Act.
- N. The audit report and related work papers shall be maintained by the Bureau in accordance with federal or state statutes and regulations and the audited agency shall retain grant and contract related documentation for at least seven (7) years unless otherwise provided for in federal or state statutes and regulations, or until completion of any litigation, claim, negotiation audit, audit appeal, or other action involving the records, whichever is later.

APPENDIX F

Economically Depressed Communities

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYS 435

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APPENDIX F

Economically Depressed Communities

Description of Allocation Formulas

In order to determine which communities in Massachusetts are economically depressed we will construct indices which will compare each community with the State for three measures of economic depression: concentration of low income individuals, tax-raising ability and unemployment. If a community's index falls at or above 115% of the statewide average for at least two out of three of these measures, the community will be labeled economically depressed.

The three measures are calculated as follows:

1. Concentration of Low-Income Individuals

Two indices are used to measure the concentration of low-income individuals. The first index uses 1986-87 school lunch data for FY 89 grants and 1987-88 school lunch data for FY 90 grants. The number of free and reduced lunches for a community is divided by the total number of lunches served by that community. This fraction is then divided by the statewide average (statewide free or reduced lunches divided by statewide total lunches).

The alternate measure of concentration of low-income individuals uses AFDC data. The number of children ages 5-17 for whom AFDC payments are made is divided by the number of school-attending children in that community. The AFDC percentage for a community is divided by the statewide percentage to obtain the index. Because AFDC data is available only by city or town, the index for a regional school district must be calculated from the indices of the member towns using apportioning fractions based on assessments.

If either the school lunch index or the AFDC index of a community equals or exceeds 115% of the statewide average, the community has a high concentration of low-income individuals.

2. Tax-Raising Ability

Equalized valuation per person in a community is divided into the statewide equalized valuation per person. Equalized valuations for regional school districts are again calculated from the indices of the member towns.

3. Unemployment

The 1987 annual unemployment rate for a community is divided by the 1987 annual unemployment rate for the state. Regional school rates are calculated from member town rates.

FORMULA ALLOCATIONS

Carl D. Perkins Vocational Education Act funds are allocated by formula to school districts and community colleges. Separate allocation formulas are used for each of the following funding areas:

1. Handicapped (Title II, Part A)
(for skills training support services and special guidance services)
2. Disadvantaged (Title II, Part A)
(for skills training support services and special guidance services)
3. Limited English (Title II, Part A)
(for skills training support services and special guidance services)
4. Single Parent Homemaker (Title II, Part A)
5. Skills Training Program Improvement (Title II, Part B)

A detailed description of each of these funding areas is contained in the instructions for the grant application.

Each of these separate formulas is explained separately below. The data utilized in arriving at the proposed allocations are the most recently available and include for FY 1989 (FY 1990):

1. 1986 (1988) Equalized Valuations (estimated full market value of all taxable property in each city/town)
2. 1986 Estimated Federal Census Population or later if available
3. 1987 (1988) Child Count, ages 5-17, on behalf of whom AFDC payments were paid
4. Fiscal Year 1987 (fiscal year 1988) School Lunch total, free, and reduced priced lunches served
5. 1986-87 (1987-88) School District Enrollments (total, special needs students in occupational programs, disadvantaged students in occupational programs, limited English students in occupational programs, total occupational day enrollments, etc.)

6. 1987 (1988) School Attending Children counts
7. Fiscal Year 1987 (1988) School Committee and other municipal agencies occupational educational support expenditures
8. Academic Year 1986-87 (87-88) Community College day school enrollments
9. 1985 Federal Census Per Capita Income

The formulas utilized to allocate handicapped, limited English, and disadvantaged funds are those set out in the Carl D. Perkins Act itself. The formulas for allocation of single parent/homemaker and skills training program improvement are state discretionary.

Handicapped Allocations

Of the total handicapped funds to be allocated, 50% are distributed to school districts and community colleges based upon their share of the statewide total of economically disadvantaged students enrolled in school districts and community colleges respectively. Economically disadvantaged student counts are estimated for each district and aggregated statewide by multiplying total secondary full-time equivalent and enrollments by the percentage of school attending children on behalf of whom AFDC payments are made. For the community colleges economically disadvantaged students counts are estimated using Pell grant counts. The advantages of these methods of estimating economically disadvantaged counts is that the information can be updated annually to rapidly reflect changes in demographic characteristics for potential recipients.

The remaining 50% of the total handicapped funds to be allocated are distributed to school districts and community colleges based upon their share of the statewide total of handicapped (special needs) students served in state approved vocational and other occupational education programs. This information is reported annually by school districts and community colleges offering occupational education programs.

Once the total handicapped allocation has been computed for each recipient (the 50% based upon economically disadvantaged populations and the other 50% based upon number of handicapped served in occupational education), 75% of each recipient's total is allocated for skills training support and the remaining 25% of this total is allocated for career guidance and counseling programs which will improve handicapped students' access to skill training programs. If a recipient's allocation is less than \$4,000, 100% of the total is allocated for skills training.

Disadvantaged Allocation

Fifty percent of the disadvantaged funds to be allocated are distributed to school districts and community colleges based upon their share of the statewide total of economically disadvantaged students served in school districts and community colleges respectively. Economically disadvantaged student counts are the same counts used for the portion of handicapped funds distributed on the basis of economically disadvantaged students as described above.

The remaining fifty percent of the disadvantaged funds to be allocated are distributed to school districts and community colleges based upon their share of the statewide total of disadvantaged students in state-approved vocational and other occupational education programs. This information is reported annually by school districts and community colleges offering occupational education programs.

Of the total 5 disadvantaged allocation computed for each recipient, 75% of the recipient's allocation must be spent for skills training support and 25% for guidance and counseling programs designed to improve the access of disadvantaged students to skills training programs. If a recipient's allocation is less than \$4,000, 100% of the total is allocated for skill training.

Separate Handicapped and Disadvantaged Pools

Separate handicapped and disadvantaged funds pools have been set up for school districts and community colleges. It is difficult to compare directly data concerning the number of economically disadvantaged students enrolled in public community colleges with the number enrolled in public school districts. AFDC and school lunch data available for school districts reflect different and usually more restrictive income eligibility limits than those associated with Pell Grant data at the colleges. Therefore, we have set up separate disadvantaged funding pools for public school districts and community colleges. The school districts receive 85.5% and the colleges 14.5 % of the statewide total handicapped and disadvantaged funds. These percentages reflect the relative school district occupational education and community college day career program enrollments. The percentages will be revised annually to reflect any shift in enrollment pattern.

Limited English Proficient Programs

Every school district or community college which served one or more limited English proficient student in a state-approved vocational program or other occupational program in the program year preceding the program year for which allocations are being calculated must spend a portion of the disadvantaged allocation on skills training support and special guidance programs for limited English proficient students. The portion that must be

spent is equal to the ratio that the recipient's number of limited English proficient students in occupational programs bears to the recipient's total number of limited English proficient and disadvantaged students in occupational programs in the program year preceding the one in which allocations are calculated. The split between skills training and guidance allocation follows the same methodology as handicapped and disadvantaged categories.

Program Expansion and Improvement Allocation

The allocation formula for these funds first constructs a combined index of need for each school district. Each district's index is then multiplied by its total (secondary for FY89) (occupational program for FY90) pupil count plus Chapter 74 (state approved vocational programs) full-time equivalent pupil counts to obtain a weighted public count. Weighted pupil counts are next aggregated to arrive at a statewide total weighted student count. Each district's share of the total state allocation is then computed by comparing its weighted student count to the total statewide weighted pupil count.

The combined index of need for the Program Expansion and Improvement allocation is:

$$\begin{aligned}
 & (2/3) \quad \frac{\text{EV/CAP state}}{\text{EV/CAP local}} \quad + \quad (1/3) \quad \frac{\text{AFDC/SAC local}}{\text{AFDC/SAC state}} \\
 & + (1/3) \quad \frac{\text{FRLUNCH local}}{\text{FRLUNCH state}} \quad + \quad (1/3) \quad \frac{\text{MFI state}}{\text{MFI local}} \\
 & + (1/3) \quad \frac{\text{EFFORT local}}{\text{EFFORT state}}
 \end{aligned}$$

where:

- EV/CAP is the equalized valuation per capita of each community;
- AFDC/SAC is the fraction of school attending children ages 5-17 on behalf of which AFDC payments are made;
- MFI is the median family income; or per capita income (whichever figures are more recent) and
- EFFORT is the estimated net equalized tax rate in support of Chapter 74 and All Other Occupational Program Expenditures

Single Parent/Homemaker Allocations

Single Parent/Homemaker funds are allocated to the 15 community colleges, Quincy Junior College and Franklin Institute. The allocation formula constructs a combined index of need for the 17 colleges and then multiplies the index by total day career program students at each college to get a weighted student count. Each college's share of the total state allocation is computed by comparing its weighted student count to the total weighted student count for the seventeen colleges.

The index of need is:

$$(1/2) \frac{\text{FRLUNCH College}}{\text{FRLUNCH State}} + (1/2) \frac{\text{AFDC/SAC College}}{\text{AFDC/SAC State}} + \frac{\text{EV/CAP State}}{\text{EV/CAP College}}$$

Where:

FRLUNCH College	is the weighted average of FRLUNCH for the towns of residence of the students attending the college except Quincy Jr. College uses Quincy's FRLUNCH and Franklin Institute uses Boston's FRLUNCH figure;
AFDC/SAC College	is the weighted average of AFDC/SAC for the towns of residence of the students attending the college except Quincy Jr. and Franklin Institute which use Quincy and Boston's numbers;
EV/CAP College	is always 1.0 for the 15 state-supported community colleges, is equal to Quincy's EV/CAP for Quincy Jr. College and is equal to Boston's EV/CAP for Franklin Institute.

FRLUNCH, AFDC/SAC and EV/CAP for each town and statewide are the same as those used in the Program Improvement formula described above.

The proposed allocations to eligible recipients for fiscal years 1989 and 1990 assume that all districts and colleges listed remain eligible. The State Department of Education reserves the right to find an otherwise eligible institution not eligible for receipt of Public Law 98-524 funds in one or more fiscal years for cause, including but not limited to failure to:

1. submit grant Program Underway, Progress, Enrollment Remediation or Final Program/Financial Reports in an accurate and timely manner in accordance with prescribed time schedules;
2. submit Occupational Education Reports, Completer/Follow-up Reports, End-of-Year Pupil and Financial Reports or Community College Enrollment, Staff and Graduate Reports in an accurate and timely manner in accordance with prescribed time schedules;
3. reimburse other school districts in a timely manner for out-of-district tuition fees for student enrolled in approved vocational education programs;
4. return unexpended funds or funds expended not in accordance with federal grant programs in a timely manner as required;
5. provide equal vocational education program opportunities to students from traditionally unserved or underserved groups including but not limited to special needs, disadvantaged, ethnic and racial minorities, and limited English proficient students;
6. agree and comply with all the terms in the Departmental Assurances or Statement of Assurances, whichever is applicable;
7. comply with all policies and procedures delineated in the "Administrative and Fiscal Requirements for Grant Contracts" or "Grants Management Manual for School Districts" whichever is applicable; and
8. comply with all provisions of Massachusetts General Laws Chapter 74, and the regulations promulgated thereunder, as well as all other state and federal laws relating to the operation of the program.

APPENDIX G

Public Hearing Comments on First Draft of State Plan

Comment Period: September 23-October 23, 1987

Public Meetings: October 19, 1987
October 20, 1987
October 22, 1987

**COMMENTS ON THE FIRST DRAFT
OF THE STATE PLAN FOR VOCATIONAL EDUCATION
FOR FISCAL YEARS 1989-1990**

**I. Report on the Verbal Testimony Presented at Three Public
Comment Sessions**

A total of 18 individuals verbally presented testimony at one of the three public comment sessions organized by the Division of Occupational Education. An additional 15 individuals, associations or agencies submitted written comments on the Plan.

Monday, October 19, 1987

Greater Springfield Regional Education Center (Chicopee)

A total of 14 individuals testified including eight young men committed to the Department of Youth Services who urged the continuation of occupational exploration and skills training programs at public vocational-technical schools. The Director of Our House, Inc. of Greenfield, a Department of Youth Services facility, also testified in strong support of the contributions of these special programs of vocational-technical education for this at-risk population. The education liaison for the western Massachusetts office of the Department of Youth Services testified that these programs should be expanded to other vocational-technical schools. Next, a coordinator from Pathfinder Regional Vocational-Technical School in Palmer testified that the Department of Youth Services population is an appropriate group of students for vocational-technical education especially in the late afternoon setting. A staff member from the Key Program, a Springfield based Department of Youth Services facility, also spoke in favor of these federally funded projects.

A member of the State Department of Labor's apprentice training staff testified that the local school contract prevents a sufficient salary level for teachers of apprentices. These teachers are hired for evening classes of related instruction through local public vocational-technical schools. The final speaker in Chicopee was the Director of the Machine Action Project who testified in support of recently established coordinated vocational education and training programs for machine and metalworking workers, full use of vocational-technical education facilities, outreach efforts to minority communities for evening adult programs, and marketing of vocational-technical education to the public.

Tuesday, October 20, 1987
Central Massachusetts Regional Education Center
(West Boylston)

There were no speakers at this public comment opportunity. Five individuals who were present at the beginning of this session did receive an overview of the planning process from John McDonagh, Director of Planning, Research, and Evaluation for the Division of Occupational Education. A few questions were answered and conversations ensued. Three industrial arts teacher/coordinators appeared in the late afternoon and a discussion on the movement of industrial arts to technology education was held. Finally, the President of the Massachusetts Home Economics Association arrived at 5:00 P.M. and engaged in an hour long discussion of policy and plans related to home economics education. She later submitted written testimony to the Division of Occupational Education.

Thursday, October 22, 1987
Department of Education (Quincy)

A total of 4 individuals presented verbal testimony at this session. The Grants Manager for the Boston Public Schools complimented the writer of the State Plan and presented specific comment and questions on 14 items in the Plan. She submitted a written copy of the testimony. Two managers of a Department of Youth Services facility in Somerville testified in support of the federally funded projects that provide vocational-technical education in late afternoon programs for 'committed' youth. They commended the state agencies for working together and requested further assistance to this special population in their transition to the workplace and their need for further education and training beyond their time with the Department of Youth Services. The Director of Employment and Education for the Boston Public Schools presented comments on 8 specific items in the first draft of the State Plan including strong support for several initiatives.

II. Report on the Comments Presented Throughout the Public Comment Period (September 23, 1987-October 23, 1987)

These comments are drawn from the verbal testimony presented by 18 speakers at the three public comment sessions and from the written responses submitted by 15 individuals on behalf of agencies, associations and institutions. This special public comment period was a supplement to the two public hearings for the State Plan conducted on April 29, 1987 and May 1, 1987. A report on those public hearings is provided as Appendix A in the State Plan.

A copy of the first draft of the State Plan for Vocational Education for Fiscal Years 1989-1990 with a notice of the public comment period was mailed to every institution involved in the funding and operation of grants and activities under the Carl D. Perkins Vocational Education Act (Public Law 98-524) and a variety of business, labor, civic, and special interest groups and associations. A total of 535 copies were distributed.

Comment

The projects that fund programs of vocational-technical education for youth committed to the Department of Youth Services are motivating these young people to pursue further education and a career and these programs should receive continued support.
(14 verbal, 1 written; from students, locally based DYS program managers, and from the Department of Youth Services)

Sex equity should be included in the list of significant issues, stronger language on state policy for promoting sex equity is needed, and additional objectives for sex equity are recommended.

(State Representative Susan Tucker)

Career exploration at the middle school level with specific outreach to special education is recommended. Needs assessment of persons who are deaf or mentally retarded also suggested. Use of vocational education facilities for programs supported by the Job Training Partnership Act. Recommend inclusion of

Response

These programs will continue to be supported by a combination of federal, state and local funds. The Department of Education and the Department of Youth Services will continue to work together to expand these efforts and to create a stable base of funding.

All of these recommendations have been incorporated into the second draft of the Plan. Sex equity will continue to be a major focus with greater outreach to students, parents, school personnel and employers.

The Department of Education will work with the Massachusetts Rehabilitation Commission to incorporate these recommendations into program activities at the appropriate grade levels.

Comment

Massachusetts Rehabilitation Commission in several additional activities outlined in the Plan.

(Commissioner Bartels and Harvey Evans of Massachusetts Rehabilitation Commission)

Problem solving and reasoning skills should be emphasized. Students should gain experience and understanding in all aspects of an occupation. It is important to teach labor history and workers' rights to vocational education students. Support expressed for active recruitment of females and minorities into skilled trades in vocational education and apprenticeship training and for partnership programs.

(Paul Eustace, Secretary of Labor)

Dislocated workers should be included in Goals I and IV and the Industrial Services Program should be included among Related Agencies for the partnership activities that include dislocated workers as a target group.

(Suzanne Teegarden, Director of Re-Employment Assistance Program, Industrial Services Program)

The use of Consumer and Homemaker funds for inservice updating and curriculum development should be continued and expanded. The State should give more support to the majority of students who are not members of the target populations of pregnant and parenting teenagers and refugees. Parenting skills should be provided for all high school graduates.

(Priscilla Chapman, Home Economics representative on the Massachusetts Commission For Occupational Education)

The Massachusetts Home Economics Association (MHEA) strongly supports the comments submitted by Priscilla Chapman. The Association supports less restricted use of funds (i.e.

Response

These recommendations support several activities outlined in the first draft of the State Plan.

The second draft of the Plan includes increased emphasis on these recommendations.

The Industrial Services Program has been included as a Related Agency in the second draft and a new objective for dislocated workers has been added under Goal D (formerly Goal IV).

The use of Consumer and Homemaker funds for inservice updating and the development of model curricula will be continued.

Significant state and local funds support programs for students not included in populations targetted for special assistance with the relatively small amounts of federal funds available. The Home Economics Advisory Committee formed by the Department's Division of Occupational Education will be asked to identify exemplary parenting skills development programs

Comments

programs that do not serve the targeted populations of pregnant and parenting teenagers or refugees.) The Association recommends that home economists manage Consumer and Homemaker grant programs. The Association recommended longer time lines for Requests for Proposals. (JoAnn Pullen, President, Massachusetts Economics Association)

The Massachusetts Home Economics Education Coalition endorses the State Plan comments made by Priscilla Chapman. The Coalition requests that Requests-For Proposals for Consumer and Homemaker funds include (a) a requirement that each project be managed by a Home Economics educator, and (b) a reference to General Laws Chapter 71, Section 17 that requires every town with 20,000 or more inhabitants to maintain a course in household arts.

(Dorothy Blanchard, Corresponding Secretary for the Massachusetts Home Economics Education Coalition)

Vocational education should be permitted in two period blocks of time in comprehensive schools rather than the current half day requirement under the State Plan and Grants Management Manual. (John Ryan, Curriculum Coordinator for Secondary Schools, Brookline Public Schools)

Five Community College Presidents submitted written comments on the draft State Plan. Comments are grouped in cases where more than one President stated a specific recommendation. Letters were received from:

Cathryn L. Addy
Berkshire Community College

David M. Bartley
Holyoke Community College

Response

The target populations of pregnant and parenting teenagers and refugees will continue to be priorities under this federal funding. Certified or approved home economics personnel will manage these programs and a longer lead time for Requests For Proposals has been established.

A reference to this state law requirement has been included in a brief overview of occupational education in the Plan's introductory statement. Each project will be managed by a Home Economics Educator.

Federal and state definitions of vocational education refer to organized educational programs. Programs in technology education and business and office education may operate in two period blocks under federal funding in Massachusetts.

Gerald F. Burke
Massasoit Community College

Clifford Peterson
Quinsigamond Community College

Harold E. Shively
Bunker Hill Community College

Community Colleges should be included as eligible recipients (service providers) for additional categories of Perkins Act funds:

Incarcerated Populations
(Addy, Burke, Peterson, Shively)

Program Improvement and Expansion

(Bartley, Burke, Shively)

Professional Development
(Addy, Peterson, Shively)

Curriculum Development
Guidance and Counseling
(Shively)

Handicapped
Elimination of Sex Bias
Exemplary and Innovative/Research
Consumer and Homemaker
(Burke)

Elimination of sex bias projects will continue to focus on occupational exploration for students in Grades 7-9.

Community Colleges will be included in the allocation of handicapped funds.

Community colleges will continue to be eligible for selection by county houses of correction as service providers on a sub-grant basis.

Community colleges will be invited to bid on a competitive basis for a specific pool of program improvement and expansion funds, for consumer and homemaker funds, and for appropriate Request-For-Proposals in these categories: Curriculum Development, Research, and Exemplary and Innovative.

Guidance and counseling activities are supported through disadvantaged, limited English proficient, and handicapped allocations. Statewide guidance and counseling funds will be utilized to increase the involvement of private sector employees as mentor-counselors especially for 'at-risk' youth.

Comment

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Response

Community colleges should be involved to a greater extent in the following activities:

Improvement of Local Advisory
Committees
Training on Labor Market Data and
Occupational Information
Technical Committees and other
statewide Advisory Committees
(Shively)

Development and Implementation of
Applied Learning Curricula
Recruiting Qualified Vocational
Teachers
(Addy)

All of these recommendations are accepted and will be implemented through administrative practice and continued involvement of community college representatives on advisory committees and task forces.

Comment

The Massachusetts Association of Vocational Administrators submitted a response that included these recommendations.

Eligibility for adult training and retraining funds should not require a joint project between school districts and community colleges.

School districts should be eligible for single parent and displaced homemakers funds.

Auto body repair should be listed as a demand occupation on the statewide demand list.

Electromechanical technology should be listed as a demand occupation on the statewide demand list.

There should be maximum flexibility in the use of program improvement and expansion funds.

Equity policy should include a requirement that "all public school districts cooperate in providing timely access information from directors of Chapter 74 programs to students in grades 8 through 12."

In the section on community based organizations, the requirement should be added that "Community based organizations must provide evidence of careful coordination with area vocational schools in order to be eligible for an allocation of funds under Title III, Part A of 98-524"

Response

The requirement for a joint proposal will not be included for all adult training and retraining funds, but coordination will be supported in the proposal review process and will be required for some activities, especially partnership programs.

Community colleges will be encouraged to collaborate with vocational-technical schools to expand program options for single parents and displaced homemakers

Auto body repair is not included on the statewide demand list since the annual completers from these programs are greater in number than the annual openings indicated in data from the Division of Employment Security. The Department's Division of Occupational Education is working with the Division of Employment Security to identify occupations of growth that relate significantly to electromechanical technology.

The Perkins Act includes 25 potential activities that may be supported by program improvement and expansion funds.

Comment

The Massachusetts Association of Vocational Administrators also requested that their comments on the Abt Associates report completed for the State Council in Vocational Education be reviewed by the State Board of Education during the development of the State Plan.

Request that Bay State Centers for Displaced Homemakers be listed in the narrative section for Single Parents and Displaced Homemakers.
(Donna LeClair, Director of Displaced Homemaker Program, Bay State Skills Corporation)

The salary set by local school district contract for late afternoon/evening instruction is too low to attract instructors for apprentice related classes.

(Frank Mooney, western Massachusetts representative of the Division of Apprentice Training, State Department of Labor)

The image of vocational education needs to be marketed. The public needs a heightened awareness of vocational education and labor market opportunities. Outreach efforts to minority communities for evening adult education and a connection to community colleges are essential. Full use of machine and metal shops is needed to meet employment demand for skilled workers.
(Robert Forrant, Director of Machine Action Project, Springfield)

Response

The State Plan includes 23 of these activities as supportable, excluding only student stipends and construction of facilities.

The two requests for addition to state policy are accepted in the State Plan.

The Bay State Centers for Displaced Homemakers will be listed as one of the outreach agencies for coordination with service providers funded to manage single parents/displaced homemaker skills training.

The Department's Division of Occupational Education will work with the Division of Apprentice Training, State Department of Labor to examine this issue and to seek solutions.

These comments support goals, objectives, and activities outlined in the State Plan. The Department of Education will continue to support the expansion of advanced education and training for machinists and metalworkers in in partnership with the Executive Office of Economic Affairs, the Executive Office of Labor, and with private sector representatives.

Comment

Technology education should be funded through the program improvement and expansion category and should extend from grade 7 through grade 12. It is critical that academic remediation be provided to Grade 9 exploratory students. I would like a copy of the the program evaluation measures mentioned in the State Plan. I request clarification as to whether renovation is an allowed expenditure under the State Plan.

(Jean Michaels, Vocational Grants Manager, Boston Public Schools)

Response

The State Plan proposes the development of some model programs in technology education since this set of programs are only now emerging in other states. A Request-For-Proposals process will be used to select the school districts that will serve as demonstration sites for personnel from other schools. The design of technology education will follow a connected instructional path that includes grade 7 through grade 12.

The use of program improvement and expansion funds to implement technology education programs will be permitted.

Academic remediation may be provided to Grade 9 exploratory students with local, state (e.g. Chapter 188), or federal funds (e.g. P.L. 98-524).

The program evaluation measures for P.L. 98-524 grants will be field tested on Fiscal Year 1988 grants and will be sent to all service providers before the Fiscal Year 1989 grant cycle.

Renovation of facilities, and any other construction, is not a permitted use of P.L. 98-524 funds under the State Plan for Vocational Education.

Comment

Individual counseling sessions for all students is difficult in large school systems. Request that Boston be listed with Holyoke and Springfield on page 27 for activity to support expansion and improvement of vocational education in urban areas. Supports recruitment of minority vocational teachers.

(James Caradonio, Director of Education and Employment, Boston Public Schools)

Response

State funds for construction projects may be available through the School Building Assistance Act.

The Department will support the development of model assessment centers that will enhance the ability of school staff to provide an appropriate counseling experience for all students in occupational awareness, exploration and selection. All references to specific cities have been removed from the State Plan for these activities.

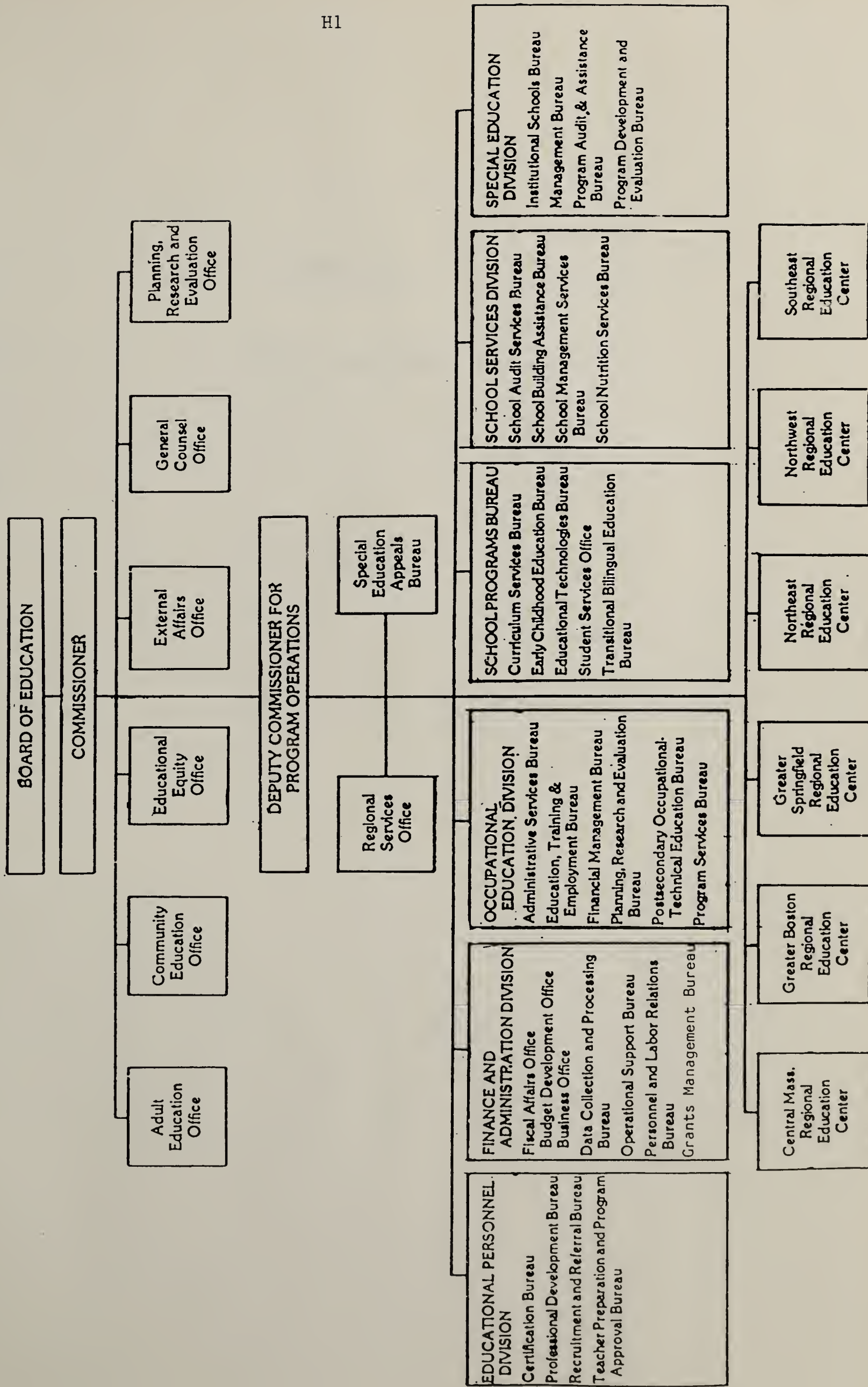
The recruitment of minority and female vocational teachers is an objective under the equal access goal of the State Plan.

APPENDIX H

Table of Organization
Department of Education

programs and personnel FEBRUARY 1988

For quick reference, educators and other citizens seeking information about various programs of the Massachusetts Department of Education may refer to the agency's organizational chart and the list of key personnel and telephone numbers.



APPENDIX I

Public Disclosure

Public Disclosure

A. Provision for copies of the State Plan to the Public

The State Board of Education has established policies and procedures to insure availability of copies of the State Plan and all other relevant reports to the public.

Copies will be available in public libraries in the Commonwealth, the office of the Board of Education, the office of the Division of Occupational Education, the office of the State Council of Vocational Education, the six (6) Educational Regional offices throughout the State, the office of the Board of Regents of Higher Education, each local occupational education director's office, each superintendent-director's office, and each private industry council (JTPA) office.

B. Provision for the Dissemination of General Policies, Procedures, Rules and Regulations

Each time the State Board of Education receives, issues or distributes a publication as defined below, the State Librarian is provided with no less than eight (8) copies of each such publication. Three (3) copies are made available for public consultation in the library. The State librarian distributes the other copies provided to the Library of Congress and to each of the regional public libraries in the state as defined by General Laws, Chapter 78, Section 19C.

C. Summary Document For the Public

A capsule version of the Two Year State Plan for Fiscal Years 1989-1990 will be produced for wider dissemination to interested parties and the general public. This concise document will describe the essential elements of the delivery system for vocational education in the Commonwealth and will include enrollment, placement, fiscal, and labor market data in summary form. This "Mini-Plan" will also list the goals and objectives for fiscal years 1989-1990 and describe the coordination mechanisms amongst state and federal sources of support for training youth and adults in Massachusetts. This document will be written in a jargon-free manner which will make the information readily accessible to the general public.

APPENDIX J

Fiscal Year 1989 Budget

Fiscal Year 1990 Budget

DIVISION OF OCCUPATIONAL EDUCATION
FY 1989 PROPOSED BUDGET

	FY 1989 PROPOSED BUDGET	STATE/LOCAL MATCH	METHOD OF DISTRIBUTION
HANDICAPPED S.T./A.S.	1,292,899.00		
HANDICAPPED GUIDANCE	323,225.00		
HANDICAPPED TOTAL	1,616,124.00	1,616,124.00	FORMULA
DISADVANTAGED S.T./A.S.	2,488,832.00		
DISADVANTAGED GUIDANCE	622,208.00		
DISADVANTAGED TOTAL	3,111,040.00	3,111,040.00	FORMULA
LIMITED ENGLISH S.T./A.S.	355,547.00		
LIMITED ENGLISH GUIDANCE	88,887.00		
LIMITED ENGLISH TOTAL	444,434.00	444,434.00	FORMULA
ADULT SHORT-TERM TRAINING	1,939,350.00	1,939,350.00	RFP
SINGLE PARENT/HOMEMAKER	1,373,706.00		FORMULA
ELIMINATION OF SEX BIAS	565,644.00		RFP
CORRECTIONS	161,612.00		RFP
PART A SUBTOTAL	9,211,910.00		
PROGRAM EXPANSION & IMPROVEM	4,024,442.00		FORMULA/RFP
COMMUNITY-BASED ORG'S	316,587.00		RFP
CURRICULUM DEVELOPMENT	500,000.00		RFP
PERSONNEL DEVELOPMENT	260,000.00		RFP
RESEARCH	50,000.00		RFP
EXEMPLARY & INNOVATIVE	375,000.00		RFP
GUIDANCE & COUNSELING	150,000.00		RFP
STATE LEADERSHIP	1,273,308.00		
SEX EQUITY COORDINATION	60,000.00		
STATE ADMINISTRATION	1,102,675.00		
PART B SUBTOTAL	8,112,012.00	8,112,012.00	
TITLE II TOTAL	17,323,922.00		
CBO - PROGRAMS	117,269.00		RFP
CBO - STATE LEADERSHIP	7,996.00		
CBO - STATE ADMIN.	7,995.00	7,995.00	
CBO - SUBTOTAL	133,260.00		
C & H - PROGRAMS	657,533.00		RFP
C & H - STATE LEADERSHIP	44,832.00		
C & H - STATE ADMIN.	44,832.00	44,832.00	
C & H - TOTAL	747,197.00		
TITLE III TOTAL	880,457.00		
GRAND TOTAL	18,204,379.00		

**DIVISION OF OCCUPATIONAL EDUCATION
FY 1990 PROPOSED BUDGET**

	FY 1989 PROPOSED BUDGET	STATE/LOCAL MATCH	METHOD OF DISTRIBUTION
HANDICAPPED S.T./A.S.	1,292,899.00		
HANDICAPPED GUIDANCE	323,225.00		
HANDICAPPED TOTAL	1,616,124.00	1,616,124.00	FORMULA
DISADVANTAGED S.T./A.S.	2,488,832.00		
DISADVANTAGED GUIDANCE	622,208.00		
DISADVANTAGED TOTAL	3,111,040.00	3,111,040.00	FORMULA
LIMITED ENGLISH S.T./A.S.	355,547.00		
LIMITED ENGLISH GUIDANCE	88,887.00		
LIMITED ENGLISH TOTAL	444,434.00	444,434.00	FORMULA
ADULT SHORT-TERM TRAINING	1,939,350.00	1,939,350.00	RFP
SINGLE PARENT/HOMEMAKER	1,373,706.00		FORMULA
ELIMINATION OF SEX BIAS	565,644.00		RFP
CORRECTIONS	161,612.00		RFP
PART A SUBTOTAL	9,211,910.00		
PROGRAM EXPANSION & IMPROVEM	4,024,442.00		FORMULA/RFP
COMMUNITY-BASED ORG'S	316,587.00		RFP
CURRICULUM DEVELOPMENT	500,000.00		RFP
PERSONNEL DEVELOPMENT	260,000.00		RFP
RESEARCH	50,000.00		RFP
EXEMPLARY & INNOVATIVE	375,000.00		RFP
GUIDANCE & COUNSELING	150,000.00		RFP
STATE LEADERSHIP	1,273,308.00		
SEX EQUITY COORDINATION	60,000.00		
STATE ADMINISTRATION	1,102,675.00		
PART B SUBTOTAL	8,112,012.00	8,112,012.00	
TITLE II TOTAL	17,323,922.00		
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CBO - PROGRAMS	117,269.00		RFP
CBO - STATE LEADERSHIP	7,996.00		
CBO - STATE ADMIN.	7,995.00	7,995.00	
CBO - SUBTOTAL	133,260.00		
C & H - PROGRAMS	657,533.00		RFP
C & H - STATE LEADERSHIP	44,832.00		
C & H - STATE ADMIN.	44,832.00	44,832.00	
C & H - TOTAL	747,197.00		
TITLE III TOTAL	880,457.00		
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GRAND TOTAL	18,204,379.00		
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THE UNIVERSITY OF CHICAGO
LIBRARY

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Proposed Distribution of P.L. 98-524 Funds

<u>Program</u>	<u>Method</u>	<u>Eligible Recipients</u>
Handicapped	Formula Funding (Required by Act)	School Districts Community Colleges
Disadvantaged	Formula Funding (Required by Act)	School Districts Community Colleges
Limited English Proficient	Formula Funding (Required by Act)	School Districts Community Colleges
Adult Training and Retraining	Request-For-Proposals	School Districts Community Colleges
Single Parent/ Displaced Homemaker	Formula funding	Community Colleges
Elimination of Sex Bias	Request-For-Proposals	School Districts
Corrections	Request-For-Proposals	State and County Correctional Facilities
Program Expansion and Improvement	Formula Funding and Request-For-Proposals	School Districts
Community Based Organizations	Request-For-Proposals	Community Based Organizations in cooperation with School Districts and Community Colleges
Curriculum Development	Request-For-Proposals	School Districts and Other Organizations as Appropriate
Personnel Development	Request-For-Proposals	State Colleges and Universities and Other Organizations As Appropriate
Research	Request-For-Proposals	Organizations with Research Capabilities
Exemplary and Innovative	Request-For-Proposals	School Districts and Other Organizations As Appropriate
Guidance and Counseling	Request-For-Proposals	School Districts
Consumer and Homemaker	Request-For-Proposals	School Districts Community Colleges and Other Organizations As Appropriate

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

FY 1989 CARL PERKINS ACT ALLOCATIONS

SYSTEM	HANDICAP SKILLS	HANDICAP GUIDANCE	DISADVNTG SKILLS	DISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
1 ABINGTON	2769	0	3304	1102	0	0	0	8258	15433
5 AGAWAM	2010	0	3439	0	0	0	0	15062	20511
7 AMESBURY	977	0	6877	2292	0	0	0	9666	19812
9 ANDOVER	3423	0	263	0	525	0	0	7269	11480
10 ARLINGTON	4081	1360	3391	0	2301	0	0	13573	24706
14 ASHLAND	366	0	839	0	0	0	0	4088	5293
16 ATTLEBORO	7715	2572	28384	9462	1987	0	0	35393	85513
17 AUBURN	642	0	1066	0	0	0	0	6651	8359
18 AVON	539	0	475	0	0	0	0	2078	3092
19 AYER	767	0	1690	0	99	0	0	10973	13529
20 BARNSTABLE	3524	0	0	0	5454	1818	0	12679	23475
23 BEOFORD	1602	0	635	0	0	0	0	4622	6859
24 BELCHERTOWN	525	0	1161	0	0	0	0	6726	8412
25 BELLINGHAM	874	0	5467	1823	0	0	0	10841	19005
26 BELMONT	908	0	594	0	446	0	0	6257	8205
30 BEVERLY	6469	2157	8028	2676	0	0	0	19688	39018
31 BILLERICA	3043	0	6763	2255	173	0	0	19597	31831
35 BOSTON	138655	46219	273508	91303	77335	25779	0	348363	1001562
36 BOURNE	3227	0	4436	1479	0	0	0	6197	15339
40 BRAintree	3678	0	5640	1880	0	0	0	14331	25529
44 BROCKTON	17608	5870	36744	12248	3266	0	0	78676	154412
46 BROOKLINE	5676	1892	13720	4573	6241	2081	0	15107	49290
48 BURLINGTON	727	0	1449	0	0	0	0	7752	9928
49 CAMBRIDGE	9220	3074	14911	4971	5461	1820	0	40502	79959
50 CANTON	1759	0	3293	0	0	0	0	6508	11560
55 CHATHAM	431	0	336	0	0	0	0	922	1689
56 CHELMSFORD	2585	0	937	0	0	0	0	15161	18683
57 CHELSEA	8386	2795	36366	12122	8521	2840	0	21619	92649
61 CHICOPPEE	8509	2836	26474	8825	1429	0	0	49042	97115
64 CLINTON	2201	0	3690	0	651	0	0	7599	14141
65 COHASSET	92	0	211	0	0	0	0	2158	2461
71 DANVERS	1444	0	2755	0	0	0	0	8378	12577
72 DARTMOUTH	1713	0	3924	0	0	0	0	14578	20215
73 DEEDHAM	1631	0	2354	0	0	0	0	8324	12309
77 DOUGLAS	210	0	820	0	0	0	0	2898	3928
79 DRACUT	5806	1935	1160	0	0	0	0	13487	22388
82 DUXBURY	875	0	663	0	0	0	0	6254	7792
83 EAST BRIDGEWATER	965	0	803	0	0	0	0	8314	10082
86 EASTHAMPTON	1738	0	5314	1771	299	0	0	8760	17882
87 EAST LONGMEADOW	2075	0	961	0	0	0	0	6696	9732

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88 EASTON	605	0	1386	0	0	0		9844	11835
93 EVERETT	5323	1775	9312	3104	303	0		22000	41817
94 FAIRHAVEN	1307	0	5351	1784	100	0		8952	17494
95 FALL RIVER	15032	5011	34147	11382	19600	6534		84744	176450
96 FALMOUTH	4274	1425	11126	3709	767	0		13489	34790
97 FITCHBURG	4869	1623	13747	4582	3077	0		21947	49845
99 FOXBOROUGH	1999	0	1221	0	0	0		9277	12497
100 FRAMINGHAM	3955	1319	3444	1148	3061	0		23160	36087
101 FRANKLIN	968	0	5273	1758	0	0		11671	19670
103 GARDNER	2997	0	3834	2945	291	0		13128	28195
105 GEORGETOWN	605	0	194	0	0	0		3499	4298
107 GLOUCESTER	3737	1246	6432	2144	0	0		17099	30658
110 GRAFTON	216	0	563	0	0	0		4643	5422
111 GRANBY	931	0	1192	0	239	0		3844	6206
114 GREENFIELD	3190	0	5065	1680	0	0		13325	23269
117 HAILEY	156	0	33	0	0	0		1140	1329
122 HANOVER	387	0	1037	0	0	0		7424	8848
125 HARVARD	435	0	353	0	212	0		2705	3705
126 HARWICH	616	0	1410	0	0	0		3607	5633
127 HAUFIELD	104	0	209	0	0	0		2195	2508
128 HAVERHILL	5258	1753	15549	5183	314	0		28643	56700
131 HINGHAM	3180	0	1487	0	243	0		6565	11480
133 HOLBROCK	1089	0	3600	0	0	0		6556	11245
136 HOLLISTON	282	0	824	0	0	0		7331	8437
137 HOLYOKE	17864	5955	47227	15743	1044	0		55817	143650
138 HOPEDALE	220	0	400	0	200	0		2268	3088
139 HOPKINGTON	241	0	294	0	0	0		3054	3589
141 HUDSON	1299	0	2040	0	1391	0		9148	13878
142 HULL	3912	0	9259	3087	0	0		8580	24838
144 IPSWICH	1269	0	848	0	0	0		4300	6417
149 LAWRENCE	15425	5142	51719	17240	5326	1775		56990	153617
150 LEE	3098	0	4645	1549	0	0		4802	14094
151 LEICESTER	1046	0	3760	0	0	0		6204	11010
152 LENOX	404	0	452	0	0	0		2187	3043
153 LEOMINSTER	5975	1992	11116	3706	0	0		24584	47373
155 LEXINGTON	3771	1257	578	0	0	0		8577	14183
158 LITTLETON	64	0	146	0	0	0		2644	2854
159 LONGMEADOW	2258	0	189	0	0	0		6231	8678
160 LOWELL	20748	6916	37072	12358	27804	9268		57304	171470
161 LUDLOW	3060	0	1701	0	0	0		10970	15731

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162 LUNENBURG	1367	0	3886	1295	0	0		5614	12162
163 LYNN	18326	6109	30137	10046	12600	4200		74962	156380
164 LYNNFIELD	192	0	223	0	0	0		3459	3874
165 MALDEN	7086	2362	12426	4142	3407	1136		28432	58991
166 MANCHESTER	189	0	136	0	0	0		1011	1336
167 MANSFIELD	1475	0	782	0	783	0		6603	9643
168 MARBLEHEAD	232	0	532	0	0	0		4291	5055
170 MARLBOROUGH	2471	0	3060	0	0	0		11108	16639
171 MARSHFIELD	2999	0	5896	1966	0	0		12536	23397
174 MAYNARD	538	0	1231	0	0	0		4322	6091
175 MEDFIELD	668	0	230	0	0	0		4609	5507
176 MEDFORD	6860	2287	8919	2973	317	0		31122	52478
177 MEDWAY	1105	0	1872	0	0	0		5542	8519
178 MELROSE	3562	1188	6983	2328	0	0		12436	26497
181 METHUEN	3145	0	4239	1413	942	0		20642	30381
182 MIDDLEBOROUGH	4141	1381	6217	2073	0	0		16475	30287
185 MILFORD	3690	1230	7136	2379	1610	0		17339	33384
186 MILLBURY	1028	0	1597	0	0	0		6475	9100
187 MILLIS	1229	0	351	0	0	0		2739	4319
189 MILTON	1883	0	3214	0	0	0		6013	11110
191 MONSON	1050	0	766	0	0	0		5761	7577
197 NANTUCKET	158	0	362	0	0	0		703	1223
198 NATICK	4328	1443	3115	0	156	0		10137	19179
199 NEEDHAM	1496	0	719	0	0	0		6852	9067
201 NEW BEDFORD	17778	5926	38266	12756	8405	2802		79226	165159
204 NEWBURYPORT	2072	0	2579	0	0	0		8749	13400
207 NEWTON	7870	2624	14116	4706	866	0		22323	52510
209 NORTH ADAMS	3547	1183	8122	2708	0	0		17382	32942
210 NORTHAMPTON	2965	0	4758	1586	0	0		18373	27682
211 NORTH ANDOVER	1269	0	925	0	925	0		8302	11421
212 NORTH ATTLEBORO	1062	0	6055	2018	0	0		12747	21882
214 NORTHBRIDGE	951	0	2301	0	0	0		8862	12114
215 NORTH BROOKFIELD	420	0	1056	0	0	0		3571	5047
217 NORTH READING	145	0	574	0	574	0		4821	6114
218 NORITON	726	0	1663	0	0	0		8777	11166
219 NORWELL	1802	0	337	0	0	0		3996	6135
220 NORWOOD	1671	0	3723	1241	108	0		11558	18301
226 OXFORD	4465	1488	5365	1789	0	0		9834	22941
227 PALMER	1158	0	1873	0	468	0		7172	10671
229 PEABODY	7492	2497	14584	4861	2057	0		24331	55822

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236 PITTSFIELD	10565	3522	18808	6269	3700	0		47333	90197
242 PROVINCETOWN	950	0	1011	0	0	0		1510	3471
243 QUINCY	16446	5482	14960	4987	3787	1263		42810	89735
244 RANDOLPH	3155	1052	3772	0	3364	0		15655	26998
246 READING	762	0	1124	0	0	0		9499	11385
248 REVERE	5026	1676	12721	4240	3922	1307		23312	52204
251 ROCKLAND	1987	0	7576	2526	0	0		13153	25242
252 ROCKPORT	207	0	415	0	0	0		2121	2743
258 SALEM	6187	2062	12947	4316	3596	0		16878	45986
261 SANDWICH	509	0	4678	1559	0	0		4714	11460
262 SAUGUS	2975	0	4491	1497	0	0		10770	19733
264 SCITUATE	2492	0	3335	1112	329	0		7152	14420
265 SEEKONK	2086	0	1353	0	0	0		7963	11402
266 SHARON	148	0	339	0	0	0		6555	7042
271 SHREWSBURY	817	0	788	0	0	0		7675	9280
273 SOMERSET	3151	0	3196	1065	0	0		11604	19016
274 SOMERVILLE	9233	3078	30650	10217	1771	0		47350	102299
277 SOUTHBRIDGE	4081	1361	7642	2547	3101	0		14032	32764
278 SOUTH HADLEY	2457	0	1621	0	0	0		8380	12458
279 SOUTHWICK	855	0	1308	0	0	0		6102	8265
281 SPRINGFIELD	47998	16000	142851	47617	7479	2493		166003	430441
284 STONEHAM	2940	0	3373	1125	0	0		8413	15851
285 STOUGHTON	1311	0	4514	1505	0	0		15014	22344
290 SUTTON	505	0	1363	0	0	0		3098	4966
291 SWAMPSCOTT	1458	0	849	0	0	0		4532	6839
292 SWANSEA	2957	0	1791	0	0	0		11090	15838
293 TAUNTON	4864	1621	14668	4889	2581	0		28348	56971
295 TEWKSBURY	1686	0	1533	0	0	0		14246	17465
301 TYNGSBOROUGH	485	0	1590	0	0	0		4178	6253
304 UXBRIDGE	947	0	1874	0	0	0		5659	8480
305 WAKEFIELD	2439	0	3816	1272	104	0		12635	20266
307 WALPOLE	496	0	771	0	0	0		8631	9898
308 WALTHAM	5665	1888	4171	1391	3732	1244		25718	43809
309 WARE	1852	0	3285	1095	0	0		7850	14082
310 WAREHAM	3518	0	9423	3141	0	0		12649	28731
314 WATERTOWN	3808	0	3040	1014	0	0		9079	16941
315 WAYLAND	1976	0	980	0	0	0		3783	6739
316 WEBSTER	2837	0	4012	1337	0	0		11576	19762
317 WELLESLEY	3482	0	1282	0	700	0		4941	10405
321 WESTBOROUGH	243	0	544	0	0	0		3912	4699

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322 WEST BOYLESTON	521	0	111	0	0	0	0	2215	2847
323 WEST BRIDGEWATER	231	0	523	0	0	0	0	3695	4454
325 WESTFIELD	5809	1936	12963	4321	368	0	0	34833	60230
326 WESTFORD	2038	0	3014	0	0	0	0	7215	12267
330 WESTON	46	0	105	0	0	0	0	1880	2031
331 WESTPORT	3005	0	6442	2148	0	0	0	6801	18396
332 WEST SPRINGFIELD	3322	1108	11479	3827	0	0	0	13228	32964
335 WESTWOOD	1221	0	88	0	0	0	0	3173	4482
336 WEYMOUTH	9283	3095	12898	4299	0	0	0	36818	66393
342 WILMINGTON	342	0	783	0	0	0	0	7534	8659
343 WINCHENDON	1191	0	2620	0	0	0	0	6344	10155
344 WINCHESTER	1061	0	479	0	0	0	0	5266	6806
346 WINTHROP	3460	0	2139	0	428	0	0	8616	14643
347 WOBURN	3402	1134	10789	3597	617	0	0	14353	33892
348 WORCESTER	34116	11372	78772	26257	17972	5991	0	106453	280933
406 NORTHAMPTON SMIT	2867	0	8130	2710	100	0	0	19332	33139
408 WORCESTER TRADE	16359	5453	86428	28809	4933	1644	0	48389	192015
600 ACTON BOXBOROUGH	3174	0	0	0	1218	0	0	8495	12887
603 ADAMS CHESHIRE	1992	0	2937	0	0	0	0	9901	14830
605 AMHERST PELHAM	3097	0	4149	1383	2939	0	0	18649	30217
610 ASHBURNHAM-WESTM	336	0	770	0	0	0	0	6460	7566
615 ATHOL-ROYALSTON	3443	0	4673	1559	0	0	0	9074	18754
618 BERKSHIRE HILLS	1974	0	2747	0	0	0	0	7214	11935
620 BERLIN BOYLSTON	236	0	380	0	0	0	0	2247	2863
622 BLACKSTONE MILLY	1778	0	1907	0	0	0	0	7187	10872
625 BRIDGEWATER-PAYN	1989	0	3219	0	0	0	0	15540	20748
635 CENTRAL BERKSHIRE	1933	0	2738	0	0	0	0	8462	13133
640 CONCORD CARLISLE	430	0	540	0	0	0	0	5028	5998
645 DENNIS YARMOUTH	3807	0	5047	1682	0	0	0	10705	21241
650 DIGHTON REHUBOTH	2492	0	3835	1279	0	0	0	13287	20893
655 DOVER-SHERBORN	693	0	70	0	0	0	0	1771	2534
658 DUDLEY CHARLTON	1667	0	2666	0	615	0	0	11583	16531
660 NAUSET	1743	0	2777	0	0	0	0	4967	9487
665 FREETOWN LAKES VIL	1690	0	2898	0	0	0	0	11814	16402
670 FRONTIER	297	0	679	0	0	0	0	3963	4939
672 GATEWAY	1722	0	2535	0	195	0	0	7667	12119
673 GROTON-DUNSTABLE	471	0	824	0	0	0	0	4005	5300
674 GILL MONTAGUE	1988	0	3415	1138	0	0	0	7621	14162
675 HAMILTON WENHAM	1040	0	500	0	0	0	0	4992	6432
680 HAMPDEN WILBRAHAM	1680	0	1372	0	0	0	0	8651	11703

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683 HAMPSHIRE	625	0	457	0	0	0		6266	7348
690 KING PHILIP	4862	1621	3113	1038	271	0		16560	27465
695 LINCOLN-SUDBURY	1894	0	615	0	0	0		7954	10463
700 MARTHA'S VINEYARD	1915	0	2279	0	0	0		2744	6938
705 MASCONOMET	3261	0	429	0	0	0		5594	9284
710 MENDON-UPION	432	0	366	0	0	0		3480	4278
715 MCUNT GREYLOCK	739	0	1367	0	0	0		6570	8676
717 MOHAWK TRAIL	1686	0	3189	0	540	0		8179	13634
720 NARRAGANSETT	627	0	2538	0	0	0		6840	10005
725 NASHOBA	2453	0	2429	0	0	0		7780	12662
730 NORTHBORO-SOUTHB	659	0	563	0	0	0		7333	8555
735 NORT MIDDLESEX	2657	0	3385	1129	0	0		12444	19615
740 OLD ROCHESTER	1229	0	1475	0	0	0		6423	9127
745 PENTUCKET	1543	0	3545	0	0	0		8169	13257
750 PIONEER VALLEY	353	0	1000	0	0	0		3340	4693
751 PLYMOUTH CARVER	4122	1374	10256	3419	190	0		29773	49134
753 QUABBIN	911	0	3241	0	0	0		8323	12475
755 RALPH C MAHAR	2334	0	5652	1884	0	0		9939	19809
760 SILVER LAKE	4087	1363	8032	2677	0	0		23091	39250
765 SOUTHERN BERKSHI	562	0	1140	0	0	0		2350	4052
767 SPENCER EAST BRD	1094	0	4958	1653	0	0		8230	15935
770 TANTASQUA	2928	0	8179	2726	0	0		14911	28744
773 TRITON	1008	0	3667	1223	0	0		8356	14254
775 WACHUSETT	3061	0	3839	0	0	0		16904	23804
778 WARREN W BROCKFI	1508	0	3784	0	0	0		5573	10865
780 WHITMAN HANSON	3692	0	10396	3466	82	0		14797	32433
801 ASSABET VALLEY	9898	3299	27399	9133	0	0		23402	73131
805 BLACKSTONE VALLE	6768	2256	10021	3360	0	0		22906	45371
806 BLUE HILLS	9922	3308	10243	3614	231	0		20547	48465
810 BRISTOL PLYMOUTH	5425	1808	8858	2953	3989	1330		24567	48930
815 CAPE COD	7506	2502	11929	3976	0	0		11242	37155
818 FRANKLIN COUNTY	7667	2556	20147	6716	0	0		19512	56598
821 GREATER FALL RIV	7396	2465	9031	3010	463	0		44228	66593
823 GREATER LAWRENCE	13776	4592	39407	13136	4265	1422		62425	139023
825 GREATER NEW BEDF	13139	4380	13601	4534	11901	3967		76784	128306
828 GREATER LOWELL	23614	7872	75129	25043	8617	2873		67777	210925
829 SOUTH MIDDLESEX	9778	3259	8640	2880	1975	0		17915	44447
830 MINUTEMAN REG VO	11977	3992	3389	0	0	0		13059	32417
832 MONTACHUSETT	9979	3327	26293	8765	966	0		34852	84182
851 NORTHERN BERKSHI	3049	1016	10817	3606	0	0		17706	36194

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852 NASHOBA VALLEY V	6863	2288	3548	0	0	0		12526	25225
853 NORTHEAST METROP	13010	4337	9636	3212	0	0		31819	62014
854 NORTH SHORE REG	4747	1582	3550	1183	0	0		8201	19263
855 OLD COLONY REG V	4345	1448	4656	1552	0	0		19107	31108
860 PATHFINDER	4827	1609	7903	2635	0	0		17381	34355
871 SHAWSHEEN VALLEY	11557	3852	2997	0	0	0		29083	47489
872 SOUTHEASTERN	11104	3702	39046	13015	0	0		36814	103681
873 SOUTH SHORE	4885	1628	10443	3481	0	0		12611	33048
876 SOUTHERN WORCEST	10095	3365	13141	4381	0	0		30819	61801
878 TRI COUNTY	9451	3150	4521	1507	0	0		16786	35415
879 UPPER CAPE COD	5643	1881	8704	2902	0	0		13672	32802
885 WHITTIER	9325	3108	11033	3678	0	0		33915	61059
910 BRISTOL COUNTY A	2058	0	1843	0	0	0		8091	11992
913 ESSEX AGR TECH	4113	1371	12319	4106	0	0		8612	30521
915 NORFOLK COUNTY A	2824	0	3474	0	0	0		5760	12058
104 BERKSHIRE	5257	1752	18331	6111	3723	0	46591		81765
108 BRISTOL	9723	3241	26469	8823	3150	0	75278		126684
113 BUNKER HILL	30278	10093	43313	14438	10950	3650	181643		294365
116 CAPE COD	3216	1072	11256	3752	0	0	33970		53266
120 GREENFIELD	5833	1945	13204	4401	51	0	38077		63511
124 HOLYOKE	7390	2464	21082	7028	0	0	116166		154130
128 MASS. BAY	5364	1783	8225	2742	239	0	65982		84340
132 MASSASOIT	8532	2845	21859	7287	949	0	64271		105744
136 MIDDLESEX	9897	3299	20759	6920	346	0	78710		119931
140 MOUNT WACHUSETT	24335	8112	20821	6940	249	0	61402		121859
144 NORTHERN ESSEX	10267	3422	26212	8738	6078	2026	136265		193008
149 NORTH SHORE	20643	6881	24253	8084	436	0	102950		163247
154 QUINSCAMOND	6199	2066	28954	9651	538	0	105991		153399
159 ROXBURY	7776	2592	29243	9748	9267	3089	126874		188589
164 SPRINGFIELD TECH	19396	6465	41494	13832	3356	1119	187557		273219
235 QUINCY JR. COL.	3196	1065	12154	4052	267	0	53355		74089
316 FRANKLIN INST	856	0	3631	0	0	0	36626		41113

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1 ABINGTON	2769	0	3304	1102	0	0	0	8983	16158
5 AGAWAM	2010	0	3439	0	0	0	0	9212	14661
7 AMESBURY	977	0	6877	2292	0	0	0	11234	21380
9 ANDOVER	3423	0	263	0	525	0	0	7802	12013
10 ARLINGTON	4081	1360	3391	0	2301	0	0	15290	26423
14 ASHLAND	366	0	839	0	0	0	0	572	1777
16 ATTLEBORO	7715	2572	28384	9462	1987	0	0	40709	90829
17 AUBURN	642	0	1066	0	0	0	0	1157	2865
18 AVON	539	0	475	0	0	0	0	990	2004
19 AYER	767	0	1690	0	99	0	0	2728	5284
20 BARNSTABLE	3524	0	0	0	5454	1818	0	10302	21098
23 BEDFORD	1602	0	635	0	0	0	0	4338	6575
24 BELCHERTOWN	525	0	1161	0	0	0	0	3145	4831
25 BELLINGHAM	874	0	5467	1823	0	0	0	10428	18592
26 BELMONT	508	0	594	0	446	0	0	2008	3956
30 BEVERLY	6469	2157	8028	2676	0	0	0	19769	39099
31 BILLERICA	3043	0	6763	2255	173	0	0	17023	29257
35 BOSTON	138655	46219	273908	91303	77335	25779	0	267648	920847
36 BOURNE	3227	0	4436	1479	0	0	0	6140	15282
40 BRAINTREE	3678	0	5640	1880	0	0	0	11569	22767
44 BROCKTON	17608	5870	36744	12248	3266	0	0	31008	106744
46 BROOKLINE	5676	1892	13720	4573	6241	2081	0	11425	45608
48 BURLINGTON	727	0	1449	0	0	0	0	5197	7373
49 CAMBRIDGE	9220	3074	14911	4971	5461	1820	0	35030	74487
50 CANTON	1759	0	3293	0	0	0	0	4617	9669
55 CHATHAM	431	0	336	0	0	0	0	48	815
56 CHELMSFORD	2585	0	937	0	0	0	0	13052	16574
57 CHELSEA	8386	2795	36366	12122	8521	2840	0	24200	95230
61 CHICOPEE	8509	2836	26474	8825	1429	0	0	53886	101959
64 CLINTON	2201	0	3690	0	651	0	0	4380	10922
65 COHASSET	92	0	211	0	0	0	0	1512	1815
71 DANVERS	1444	0	2755	0	0	0	0	6342	10541
72 DARTMOUTH	1713	0	3924	0	0	0	0	4602	10239
73 DEHAM	1631	0	2354	0	0	0	0	6896	10881
77 DOUGLAS	210	0	820	0	0	0	0	460	1490
79 DRACUT	5806	1935	1160	0	0	0	0	11915	20816
82 DUXBURY	875	0	663	0	0	0	0	1198	2736
83 EAST BRIDGEWATER	965	0	803	0	0	0	0	4344	6112
86 EASTHAMPTON	1738	0	5314	1771	299	0	0	9406	18529
87 EAST LONGMEADOW	2075	0	961	0	0	0	0	4902	7938

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88 EASTON	635	0	1386	0	0	0		11248	13239
93 EVERETT	5323	1775	9312	3104	303	0		23236	43053
94 FAIRHAVEN	1307	0	5351	1784	100	0		3755	12297
95 FALL RIVER	15032	5011	34147	11382	19600	6534		49005	140711
96 FALMOUTH	4274	1425	11126	3709	767	0		12596	33897
97 FITCHBURG	4869	1623	13747	4582	3077	0		18743	46641
99 FOXBOROUGH	1999	0	1221	0	0	0		3683	6903
100 FRAMINGHAM	3955	1319	3444	1148	3061	0		16615	29542
101 FRANKLIN	568	0	5273	1758	0	0		4185	12184
103 GARDNER	2997	0	8834	2945	291	0		13855	28922
105 GEORGETOWN	605	0	194	0	0	0		1802	2601
107 GLOUCESTER	3737	1246	6432	2144	0	0		12179	25738
110 GRAFTON	215	0	563	0	0	0		609	1388
111 GRANBY	931	0	1192	0	239	0		2094	4456
114 GREENFIELD	3190	0	5065	1689	0	0		5809	15753
117 HADLEY	156	0	33	0	0	0		981	1170
122 HANOVER	387	0	1037	0	0	0		3216	4640
125 HARVARD	435	0	353	0	212	0		2520	3520
126 HARWICH	616	0	1410	0	0	0		2697	4723
127 HATFIELD	104	0	209	0	0	0		3161	3474
128 HAVERHILL	5258	1753	15549	5183	314	0		26574	54631
131 HINGHAM	3180	0	1487	0	248	0		6645	11560
133 HOLBROCK	1089	0	3600	0	0	0		4736	9425
136 HOLLISTON	282	0	824	0	0	0		5636	6742
137 HOLYOKE	17864	5955	47227	15743	1044	0		31906	119739
138 HOPEDALE	220	0	400	0	200	0		1694	2514
139 HOPKINGTON	241	0	294	0	0	0		506	1041
141 HUDSON	1299	0	2040	0	1391	0		3370	8100
142 HULL	3912	0	9259	3087	0	0		9852	26110
144 IPSWICH	1269	0	848	0	0	0		2092	4209
149 LAWRENCE	15425	5142	51719	17240	5326	1775		41060	137687
150 LEE	3098	0	4645	1549	0	0		2794	12086
151 LEICESTER	1046	0	3760	0	0	0		2672	7478
152 LENOX	404	0	452	0	0	0		1006	1862
153 LEOMINSTER	5975	1992	11116	3706	0	0		24147	46936
155 LEXINGTON	3771	1257	578	0	0	0		5288	10894
158 LITTLETON	64	0	146	0	0	0		2942	3152
159 LONGMEADOW	2258	0	189	0	0	0		4448	6895
160 LOWELL	20748	6916	37072	12358	27804	9268		50478	164644
161 LUDLOW	3060	0	1701	0	0	0		8116	12877

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162 LUNENBURG	1367	0	3686	1295	0	0	0	5339	11887
163 LYNN	18326	6109	30137	10046	12600	4200	0	86365	167783
164 LYNNFIELD	192	0	223	0	0	0	0	990	1405
165 MALDEN	7086	2362	12426	4142	3407	1136	0	33042	63601
166 MANCHESTER	189	0	136	0	0	0	0	123	448
167 MANSFIELD	1475	0	782	0	783	0	0	4895	7935
168 MARBLEHEAD	232	0	532	0	0	0	0	3059	3823
170 MARLBOROUGH	2471	0	3060	0	0	0	0	7060	12591
171 MASHFIELD	2999	0	5896	1966	0	0	0	9073	19934
174 MAYNARD	538	0	1231	0	0	0	0	2422	4191
175 MEDFIELD	668	0	230	0	0	0	0	3977	4875
176 MEDFORD	6860	2287	8919	2973	317	0	0	33994	55350
177 MEDWAY	1105	0	1872	0	0	0	0	3290	6267
178 MELROSE	3562	1188	6983	2328	0	0	0	10915	24976
181 METHUEN	3145	0	4239	1413	942	0	0	17489	27228
182 MIDDLEBROUGH	4141	1381	6217	2073	0	0	0	18502	32314
185 MILFORD	3490	1230	7136	2379	1610	0	0	18933	34978
186 MILLBURY	1028	0	1597	0	0	0	0	3724	6349
187 MILLIS	1229	0	351	0	0	0	0	3156	4736
189 MILTON	1883	0	3214	0	0	0	0	1841	6938
191 MGNSON	1050	0	766	0	0	0	0	6389	8205
197 NANTUCKET	158	0	362	0	0	0	0	270	790
198 NATICK	4328	1443	3115	0	156	0	0	9571	18613
199 NEEDHAM	1496	0	719	0	0	0	0	4135	6350
201 NEW BEDFORD	17778	5926	38266	12756	8405	2802	0	50191	136124
204 NEWBURYPORT	2072	0	2579	0	0	0	0	2233	6884
207 NEWTON	7870	2624	14116	4706	866	0	0	21661	51843
209 NORTH ADAMS	3547	1183	8122	2708	0	0	0	7883	23443
210 NORTHAMPTON	2965	0	4758	1586	0	0	0	7901	17210
211 NORTH ANDOVER	1269	0	925	0	925	0	0	3727	6846
212 NORTH ATTLEBOROU	1062	0	6055	2018	0	0	0	8771	17906
214 NORTHBRIDGE	951	0	2301	0	0	0	0	4461	7713
215 NORTH BROCKFIELD	420	0	1056	0	0	0	0	4001	5477
217 NORTH READING	145	0	574	0	574	0	0	4526	5819
218 NORTON	726	0	1663	0	0	0	0	5731	8120
219 NORWELL	1802	0	337	0	0	0	0	1061	3200
220 NORWICH	1671	0	3723	1241	108	0	0	2840	9583
226 OXFORD	4465	1488	5365	1789	0	0	0	8948	22055
227 PALMER	1158	0	1873	0	408	0	0	4506	8005
229 PEABODY	7492	2497	14584	4861	2057	0	0	24126	55617

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236 PITTSFIELD	10565	3522	18808	6269	3700	0	0	39993	82857
242 PROVINCETOWN	950	0	1011	0	0	0	0	1199	3160
243 QUINCY	16446	5482	14960	4987	3787	1263	0	54445	101370
244 RANDOLPH	3155	1052	3772	0	3364	0	0	12988	24331
246 READING	762	0	1124	0	0	0	0	514	2400
248 REVERE	5026	1676	12721	4240	3922	1307	0	20685	49577
251 ROCKLAND	1987	0	7576	2526	0	0	0	9604	21693
252 ROCKPORT	207	0	415	0	0	0	0	2441	3063
258 SALEM	6187	2062	12947	4316	3596	0	0	19864	48972
261 SANDWICH	509	0	4678	1559	0	0	0	5224	11970
262 SAUGUS	2975	0	4491	1497	0	0	0	12832	21795
264 SCITUATE	2492	0	3335	1112	329	0	0	3555	10823
265 SEEKONK	2036	0	1353	0	0	0	0	4326	7765
266 SHARON	148	0	339	0	0	0	0	4647	5134
271 SHREWSBURY	817	0	788	0	0	0	0	6554	8159
273 SOMERSET	3151	0	3196	1065	0	0	0	10232	17644
274 SOMERVILLE	9233	3078	30650	10217	1771	0	0	59562	114511
277 SOUTHBRIDGE	4081	1361	7642	2547	3101	0	0	6930	25662
278 SOUTH HADLEY	2457	0	1621	0	0	0	0	6941	11019
279 SOUTHWICK	855	0	1308	0	0	0	0	6112	8275
281 SPRINGFIELD	47998	16000	142851	47617	7479	2493	0	159117	423555
284 STONEHAM	2940	0	3373	1125	0	0	0	8106	15544
285 STOUGHTON	1311	0	4514	1505	0	0	0	13149	20479
290 SUTTON	505	0	1363	0	0	0	0	2541	4409
291 SWAMPSCOTT	1458	0	849	0	0	0	0	4463	6770
292 SWANSEA	2957	0	1791	0	0	0	0	11972	16720
293 TAUNTON	4964	1621	14668	4889	2581	0	0	12257	40880
295 TEWKSBURY	1686	0	1533	0	0	0	0	17172	20391
301 TYNGSBOROUGH	485	0	1590	0	0	0	0	4628	6703
304 UXBRIDGE	947	0	1874	0	0	0	0	4291	7112
305 WAKEFIELD	2439	0	3816	1272	104	0	0	15839	23470
307 WALPOLE	496	0	771	0	0	0	0	1086	2353
308 WALTHAM	5665	1888	4171	1391	3732	1244	0	28122	46213
309 WARE	1852	0	3285	1095	0	0	0	6662	12894
310 WAREHAM	3518	0	9423	3141	0	0	0	14326	30408
314 WATERBURY	3808	0	3040	1014	0	0	0	6585	14447
315 WAYLAND	1976	0	980	0	0	0	0	2665	5621
316 WEBSTER	2837	0	4012	1337	0	0	0	6847	15033
317 WELLESLEY	3482	0	1282	0	700	0	0	3657	9121
321 WESTBOROUGH	243	0	544	0	0	0	0	2381	3168

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322 WEST BOYLESTON	521	0	111	0	0	0	0	2060	2692
323 WEST BRIDGEWATER	231	0	528	0	0	0	0	4156	4915
325 WESTFIELD	5809	1936	12963	4321	308	0	0	22968	48365
326 WESTFORD	2038	0	3014	0	0	0	0	4917	9969
330 WESTON	46	0	105	0	0	0	0	1730	1881
331 WESTPORT	3005	0	6442	2148	0	0	0	5116	16711
332 WEST SPRINGFIELD	3322	1108	11479	3827	0	0	0	8401	28137
335 WESTWOOD	1221	0	88	0	0	0	0	1523	2832
336 WEYMOUTH	9283	3095	12898	4299	0	0	0	34349	63924
342 WILMINGTON	342	0	783	0	0	0	0	9297	10422
343 WINCHENDON	1191	0	2620	0	0	0	0	2014	5825
344 WINCHESTER	1061	0	479	0	0	0	0	1511	3051
346 WINTHROP	3460	0	2139	0	428	0	0	6293	12320
347 WGBURN	3402	1134	10789	3597	617	0	0	10851	30390
348 WORCESTER	34116	11372	78772	26257	17972	5991	0	117404	291884
406 NORTHAMPTON SMIT	2867	0	8130	2710	100	0	0	35593	49400
408 WORCESTER TRADE	16359	5453	86428	28809	4933	1644	0	87663	231289
600 ACTON BOXBOROUGH	3174	0	0	0	1218	0	0	5030	9422
603 ADAMS CHESHIRE	1992	0	2937	0	0	0	0	7512	12441
605 AMHERST PELHAM	3097	0	4149	1383	2939	0	0	5556	17124
610 ASHBURNHAM-WESTM	336	0	770	0	0	0	0	1150	2256
615 ATHOL-ROYALSTON	3443	0	4678	1559	0	0	0	7537	17217
618 BERKSHIRE HILLS	1974	0	2747	0	0	0	0	3860	8581
620 BERLIN BOYLSTON	236	0	380	0	0	0	0	850	1466
622 BLACKSTONE MILLY	1778	0	1907	0	0	0	0	5741	9426
625 BRIDGEWATER-RAYN	1989	0	3219	0	0	0	0	12811	18019
635 CENTRAL BERKSHIR	1933	0	2738	0	0	0	0	5734	10405
640 CONCORD CARLISLE	430	0	540	0	0	0	0	650	1620
645 DENNIS YARMOUTH	3807	0	5047	1682	0	0	0	6310	16846
650 DIGHTON REHCROTH	2492	0	3835	1279	0	0	0	15296	22902
655 DOVER-SHERBORN	693	0	70	0	0	0	0	627	1390
658 DUDLEY CHARLTON	1667	0	2666	0	615	0	0	9363	14311
660 NAUSET	1743	0	2777	0	0	0	0	1851	6371
665 FREETOWN LAKEVIL	1690	0	2898	0	0	0	0	5793	10381
670 FRONTIER	297	0	679	0	0	0	0	1845	2821
672 GATEWAY	1722	0	2535	0	195	0	0	4012	8464
673 GROTON-DUNSTABLE	471	0	824	0	0	0	0	3052	4347
674 GILL MONTAGUE	1588	0	3415	1138	0	0	0	1867	8408
675 HAMPTON WENHAM	1040	0	500	0	0	0	0	3332	4872
680 HAMPOEN WILBRAHA	1686	0	1372	0	0	0	0	5229	8281

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683 HAMPSHIRE	625	0	457	0	0	0	0	5155	6237
690 KING PHILIP	4862	1621	3113	1038	271	0	0	21424	32329
695 LINCOLN-SUDBURY	1894	0	615	0	0	0	0	3733	6242
700 MARTHA'S VINEYARD	1915	0	2279	0	0	0	0	2073	6267
705 MASCONOMET	3261	0	429	0	0	0	0	2660	6350
710 MENDON-UMPTON	432	0	366	0	0	0	0	1281	2079
715 MOUNT GREYLOCK	739	0	1367	0	0	0	0	5309	7415
717 MOHAWK TRAIL	1686	0	3189	0	580	0	0	2074	7529
720 NARRAGANSETT	627	0	2536	0	0	0	0	3587	6752
725 NASHOBA	2453	0	2429	0	0	0	0	4451	9333
730 NORTHBROOK-SOUTH	659	0	563	0	0	0	0	3354	4576
735 NORTH MIDDLESEX	2657	0	3385	1129	0	0	0	10272	17443
740 OLD ROCHESTER	1229	0	1475	0	0	0	0	562	3266
745 PENTUCKET	1543	0	3545	0	0	0	0	7138	12226
750 PIONEER VALLEY	353	0	1000	0	0	0	0	1089	2442
751 PLYMOUTH CARVER	4122	1374	10256	3419	190	0	0	14798	34159
753 QUABBEIN	911	0	3241	0	0	0	0	7082	11234
755 RALPH C MAHAR	2334	0	5652	1884	0	0	0	3981	13851
760 SILVER LAKE	4087	1363	8032	2677	0	0	0	24814	40973
765 SOUTHERN BERKSHI	562	0	1140	0	0	0	0	156	1858
767 SPENCER EAST RD	1094	0	4958	1653	0	0	0	7576	15281
770 TANTASQUA	2928	0	8179	2726	0	0	0	14125	27958
773 TRITON	1008	0	3667	1223	0	0	0	5532	11430
775 WACHUSETT	3061	0	3839	0	0	0	0	11946	18846
778 WARREN W BROCKFI	1508	0	3784	0	0	0	0	3244	8536
780 WHITMAN HANSON	3692	0	10396	3466	82	0	0	17562	35198
801 ASSABET VALLEY	9898	3299	27399	9133	0	0	0	44162	93891
805 BLACKSTONE VALLE	6768	2256	10081	3360	0	0	0	42690	65155
806 BLUE HILLS	9922	3308	10843	3614	231	0	0	42485	70403
810 BRISTOL PLYMOUTH	5425	1808	8858	2953	3989	1330	0	45075	69438
815 CAPE COD	7506	2502	11929	3976	0	0	0	22175	48088
818 FRANKLIN COUNTY	7667	2556	20147	6716	0	0	0	36688	73774
821 GREATER FALL RIV	7396	2465	9031	3010	463	0	0	78637	101002
823 GREATER LAWRENCE	13776	4592	39407	13136	4265	1422	0	117543	194141
825 GREATER NEW BEDF	13139	4380	13601	4534	11901	3967	0	139537	191059
828 GREATER LOWELL	23614	7872	75129	25043	8617	2873	0	123234	266382
829 SOUTH MIDDLESEX	9778	3259	8640	2880	1975	0	0	32375	58907
830 MINUTEMAN REG VO	11977	3992	3389	0	0	0	0	25494	44852
832 MONTACHUSETT	9979	3327	26293	8765	966	0	0	63075	112405
851 NORTHERN BERKSHI	3049	1016	10817	3606	0	0	0	32607	51095

COMMONWEALTH OF MASSACHUSETTS
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ESTIMATED FY 1990 CARL PERKINS ACT ALLOCATIONS

SYSTEM	HANCICAP SKILLS	HANCICAP GUIDANCE	DISADVNTG SKILLS	DISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
852 NASHUA VALLEY V	6863	2288	3548	0	0	0		23866	36585
853 NORTHEAST METROP	13010	4337	9636	3212	0	0		57739	87934
854 NORTH SHORE REG	4747	1582	3550	1183	0	0		13968	25030
855 OLD COLONY REG V	4345	1448	4656	1552	0	0		34216	46217
860 PATHFINDER	4827	1609	7903	2635	0	0		31730	48704
871 SHAWSHEEN VALLEY	11557	3952	2997	0	0	0		54623	73029
872 SOUTHEASTERN	11104	3702	39046	13015	0	0		66595	133462
873 SOUTH SHORE	4885	1628	10443	3481	0	0		23768	44205
876 SOUTHERN WORCEST	10095	3365	13141	4381	0	0		55664	86646
878 TRI COUNTY	9451	3150	4521	1507	0	0		31793	50422
879 UPPER CAPE COD	5642	1881	8704	2902	0	0		25419	44549
885 WHITTIER	9325	3108	11033	3678	0	0		59393	86537
910 BRISTOL COUNTY A	2058	0	1843	0	0	0		14831	18732
913 ESSEX AGR TECH	4113	1371	12319	4106	0	0		15268	37177
915 NORFOLK COUNTY A	2824	0	3474	0	0	0		9803	16101
104 BERKSHIRE	5257	1752	18331	6111	3723	0	46591		81765
108 BRISTOL	9723	3241	26469	8823	3150	0	75278		126684
113 BUNKER HILL	30278	10093	43313	14438	10950	3650	181643		294365
116 CAPE COD	3216	1072	11256	3752	0	0	33970		53266
120 GREENFIELD	5833	1945	13204	4401	51	0	38077		63511
124 HOLYOKE	7390	2464	21082	7028	0	0	116166		154130
128 MASS. HAY	5364	1788	8225	2742	239	0	65982		84340
132 MASSASOIT	8533	2845	21859	7287	949	0	64271		105744
136 MIDDLESEX	9897	3299	20759	6920	346	0	78710		119931
140 MCOUNT WACHUSEIT	24335	8112	20821	6940	249	0	61402		121859
144 NORTHERN ESSEX	10267	3422	26212	8738	6078	2026	136265		193008
149 NORTH SHORE	20642	6881	24253	8084	436	0	102950		163247
154 QUINCY JR. COL.	6199	2066	28954	9651	538	0	105991		153399
159 ROXBURY	7776	2592	29243	9748	9267	3089	126874		188589
164 SPRINGFIELD TECH	19396	6465	41494	13832	3356	1119	187557		273219
235 QUINCY JR. COL.	3196	1065	12154	4052	267	0	53355		74089
316 FRANKLIN INST	856	0	3631	0	0	0	36626		41113

APPENDIX K

Crosswalk of FY 1986-1988 Goals
to FY 1987 Program Performance Report

**CROSSWALK OF FY 1986-1988 GOALS
TO FY 1987 PROGRAM PERFORMANCE REPORT**

GOAL 1	Entire Report
GOAL 2	Section I A-G
GOAL 3	Section II E-H
GOAL 4	Section I A-C, F, H.5 Section II C, G.1
Goal 5	Section I D, H, G.2
Goal 6	Section I H
Goal 7	Section I E
Goal 8	Section I H.1

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COMMONWEALTH OF MASSACHUSETTS
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DIVISION OF OCCUPATIONAL EDUCATION

FY 1989 CARL PERKINS ACT ALLOCATIONS

SYSTEM	HANDICAP SKILLS	HANDICAP GUIDANCE	DISADVNTG SKILLS	DISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
1 ABINGTON	2769	0	3304	1102	0	0	0	8258	15433
5 AGAWAM	2010	0	3439	0	0	0	0	15062	20511
7 AMESBURY	977	0	6877	2292	0	0	0	9666	19812
9 ANDOVER	3423	0	263	0	525	0	0	7269	11480
10 ARLINGTON	4081	1360	3391	0	2301	0	0	13573	24706
14 ASHLAND	366	0	839	0	0	0	0	4088	5293
16 ATTLEBORO	7715	2572	28384	9462	1987	0	0	35393	85513
17 AUBURN	642	0	1066	0	0	0	0	6651	8359
18 AVON	539	0	475	0	0	0	0	2078	3092
19 AYER	767	0	1690	0	99	0	0	10973	13529
20 BARNSTABLE	3524	0	0	0	5454	1818	0	12679	23475
23 BEDFORD	1602	0	635	0	0	0	0	4622	6859
24 BELCHERTOWN	525	0	1161	0	0	0	0	6726	8412
25 BELLINGHAM	874	0	5467	1823	0	0	0	10841	19005
26 BELMONT	908	0	594	0	446	0	0	6257	8205
30 BEVERLY	6469	2157	8028	2676	0	0	0	19688	39018
31 BILLERICA	3043	0	6763	2255	173	0	0	19597	31831
35 BOSTON	138655	46219	273908	91303	77335	25779	0	348363	1001562
36 BOURNE	3227	0	4436	1479	0	0	0	6197	15339
40 BRAintree	3678	0	5640	1880	0	0	0	14331	25529
44 BROCKTON	17608	5870	36744	12248	3266	0	0	78676	154412
46 BROOKLINE	5676	1892	13720	4573	6241	2081	0	15107	49290
48 BURLINGTON	727	0	1449	0	0	0	0	7752	9928
49 CAMBRIDGE	9220	3074	14911	4971	5461	1820	0	40502	79959
50 CANTON	1759	0	3293	0	0	0	0	6508	11560
55 CHATHAM	431	0	336	0	0	0	0	922	1689
56 CHELMSFORD	2585	0	937	0	0	0	0	15161	18683
57 CHELSEA	8386	2795	36366	12122	8521	2840	0	21619	92649
61 CHICOPEE	8509	2836	26474	8825	1429	0	0	49042	97115
64 CLINTON	2201	0	3690	0	651	0	0	7599	14141
65 COHASSET	92	0	211	0	0	0	0	2158	2461
71 DANVERS	1444	0	2755	0	0	0	0	8378	12577
72 DARTMOUTH	1713	0	3924	0	0	0	0	14578	20215
73 DEEDHAM	1631	0	2354	0	0	0	0	8324	12309
77 DOUGLAS	210	0	820	0	0	0	0	2898	3928
79 DRACUT	5806	1935	1160	0	0	0	0	13487	22388
82 DUXBURY	875	0	663	0	0	0	0	6254	7792
83 EAST BRIDGEWATER	965	0	803	0	0	0	0	8314	10082
86 EASTHAMPTON	1738	0	5314	1771	299	0	0	8760	17882
87 EAST LONGMEADOW	2075	0	961	0	0	0	0	6696	9732

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SYSTEM	HANDICAP SKILLS	HANDICAP GUIDANCE	DISADVNTG SKILLS	DISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
88 EASTON	605	0	1386	0	0	0	0	9844	11835
93 EVERETT	5323	1775	9312	3104	303	0	0	22000	41817
94 FAIRHAVEN	1307	0	5351	1784	100	0	0	8952	17494
95 FALL RIVER	15032	5011	34147	11382	19600	6534	0	84744	176450
96 FALMOUTH	4274	1425	11126	3709	767	0	0	13489	34790
97 FITCHBURG	4869	1623	13747	4582	3077	0	0	21947	49845
99 FOXBOROUGH	1999	0	1221	0	0	0	0	9277	12497
100 FRAMINGHAM	3955	1319	3444	1148	3061	0	0	23160	36087
101 FRANKLIN	968	0	5273	1758	0	0	0	11671	19670
103 GARDNER	2997	0	8834	2945	291	0	0	13128	28195
105 GEORGETOWN	605	0	194	0	0	0	0	3499	4298
107 GLOUCESTER	3737	1246	6432	2144	0	0	0	17099	30658
110 GRAFTON	216	0	563	0	0	0	0	4643	5422
111 GRANBY	931	0	1192	0	239	0	0	3844	6206
114 GREENFIELD	3190	0	5065	1689	0	0	0	13325	23269
117 HADLEY	156	0	33	0	0	0	0	1140	1329
122 HANOVER	387	0	1037	0	0	0	0	7424	8848
125 HARVARD	435	0	353	0	212	0	0	2705	3705
126 HARWICH	616	0	1410	0	0	0	0	3607	5633
127 HAUFIELD	104	0	209	0	0	0	0	2195	2508
128 HAVERHILL	5258	1753	15549	5183	314	0	0	28643	56700
131 HINGHAM	3180	0	1487	0	248	0	0	6565	11480
133 HOLBROCK	1089	0	3600	0	0	0	0	6556	11245
136 HOLLISTON	282	0	824	0	0	0	0	7331	8437
137 HOLYOKE	17864	5955	47227	15743	1044	0	0	55817	143650
138 HOPEDALE	220	0	400	0	200	0	0	2268	3088
139 HOPKINGTON	241	0	294	0	0	0	0	3054	3589
141 HUDSON	1299	0	2040	0	1391	0	0	9148	13878
142 HULL	3912	0	9259	3087	0	0	0	8580	24838
144 IPSWICH	1269	0	848	0	0	0	0	4300	6417
149 LAWRENCE	15425	5142	51719	17240	5326	1775	0	56990	153617
150 LEE	3098	0	4645	1549	0	0	0	4802	14094
151 LEICESTER	1046	0	3760	0	0	0	0	6204	11010
152 LENOX	404	0	452	0	0	0	0	2187	3043
153 LEOMINSTER	5975	1992	11116	3706	0	0	0	24584	47373
155 LEXINGTON	3771	1257	578	0	0	0	0	8577	14183
158 LITTLETON	64	0	146	0	0	0	0	2644	2854
159 LONGMEADOW	2258	0	189	0	0	0	0	6231	8678
160 LOWELL	20748	6916	37072	12358	27804	9268	0	57304	171470
161 LUDLOW	3060	0	1701	0	0	0	0	10970	15731

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SYSTEM	HANDICAP SKILLS	HANDICAP GUIDANCE	DISADVNTG SKILLS	DISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
162 LUNENBURG	1367	0	3886	1295	0	0		5614	12162
163 LYNN	18326	6109	30137	10046	12600	4200		74962	156380
164 LYNNFIELD	192	0	223	0	0	0		3459	3874
165 MALDEN	7086	2362	12426	4142	3407	1136		28432	58991
166 MANCHESTER	189	0	136	0	0	0		1011	1336
167 MANSFIELD	1475	0	782	0	783	0		6603	9643
168 MARBLEHEAD	232	0	532	0	0	0		4291	5055
170 MARLBOROUGH	2471	0	3060	0	0	0		11108	16639
171 MARSHFIELD	2999	0	5896	1966	0	0		12536	23397
174 MAYNARD	538	0	1231	0	0	0		4322	6091
175 MEDFIELD	668	0	230	0	0	0		4609	5507
176 MEDFORD	6860	2287	8919	2973	317	0		31122	52478
177 MEDWAY	1105	0	1872	0	0	0		5542	8519
178 MELROSE	3562	1188	6983	2328	0	0		12436	26497
181 METHUEN	3145	0	4239	1413	942	0		20642	30381
182 MIDDLEBOROUGH	4141	1381	6217	2073	0	0		16475	30287
185 MILFORD	3690	1230	7136	2379	1610	0		17339	33384
186 MILLBURY	1028	0	1597	0	0	0		6475	9100
187 MILLIS	1229	0	351	0	0	0		2739	4319
189 MILTON	1883	0	3214	0	0	0		6013	11110
191 MONSON	1050	0	766	0	0	0		5761	7577
197 NANTUCKET	158	0	362	0	0	0		703	1223
198 NATICK	4328	1443	3115	0	156	0		10137	19179
199 NEEDHAM	1496	0	719	0	0	0		6852	9087
201 NEW BEDFORD	17778	5926	38266	12756	8405	2802		79226	165159
204 NEWBURYPORT	2072	0	2579	0	0	0		8749	13400
207 NEWTON	7870	2624	14116	4706	866	0		22328	52510
209 NORTH ADAMS	3547	1183	8122	2708	0	0		17382	32942
210 NORTHAMPTON	2965	0	4758	1586	0	0		18373	27682
211 NORTH ANDOVER	1269	0	925	0	925	0		8302	11421
212 NORTH ATTLEBOROU	1062	0	6055	2018	0	0		12747	21882
214 NORTHBRIDGE	951	0	2301	0	0	0		8862	12114
215 NORTH BROOKFIELD	420	0	1056	0	0	0		3571	5047
217 NORTH READING	145	0	574	0	574	0		4821	6114
218 NORTON	726	0	1663	0	0	0		8777	11166
219 NORWELL	1802	0	337	0	0	0		3996	6135
220 NORWOOD	1671	0	3723	1241	108	0		11558	18301
226 OXFORD	4465	1488	5365	1789	0	0		9834	22941
227 PALMER	1158	0	1873	0	468	0		7172	10671
229 PEABODY	7492	2497	14584	4861	2057	0		24331	55822

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FY 1989 CARL PERKINS ACT ALLOCATIONS

SYSTEM	HANDICAP SKILLS	HANDICAP GUIDANCE	DISADVNTG SKILLS	DISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
236 PITTSFIELD	10565	3522	18808	6269	3700	0	47333	90197	
242 PROVINCETOWN	950	0	1011	0	0	0	1510	3471	
243 QUINCY	16446	5482	14960	4987	3787	1263	42810	89735	
244 RANDOLPH	3155	1052	3772	0	3364	0	15655	26998	
246 READING	762	0	1124	0	0	0	9499	11385	
248 REVERE	5026	1676	12721	4240	3922	1307	23312	52204	
251 ROCKLAND	1987	0	7576	2526	0	0	13153	25242	
252 ROCKPORT	207	0	415	0	0	0	2121	2743	
258 SALEM	6187	2062	12947	4316	3596	0	16878	45986	
261 SANDWICH	509	0	4678	1559	0	0	4714	11460	
262 SAUGUS	2975	0	4491	1497	0	0	10770	19733	
264 SCITUATE	2492	0	3335	1112	329	0	7152	14420	
265 SEEKONK	2086	0	1353	0	0	0	7963	11402	
266 SHARON	148	0	339	0	0	0	6555	7042	
271 SHREWSBURY	817	0	788	0	0	0	7675	9280	
273 SOMERSET	3151	0	3196	1065	0	0	11604	19016	
274 SOMERVILLE	9233	3078	30650	10217	1771	0	47350	102299	
277 SOUTHBRIDGE	4081	1361	7642	2547	3101	0	14032	32764	
278 SOUTH HADLEY	2457	0	1621	0	0	0	8380	12458	
279 SOUTHWICK	855	0	1308	0	0	0	6102	8265	
281 SPRINGFIELD	47998	16000	142851	47617	7479	2493	166003	430441	
284 STONEHAM	2940	0	3373	1125	0	0	8413	15851	
285 STOUGHTON	1311	0	4514	1505	0	0	15014	22344	
290 SUTTON	505	0	1363	0	0	0	3098	4966	
291 SWAMPSCOTT	1458	0	849	0	0	0	4532	6839	
292 SWANSEA	2957	0	1791	0	0	0	11090	15838	
293 TAUNTON	4864	1621	14668	4889	2581	0	28348	56971	
295 TEWKSBURY	1686	0	1533	0	0	0	14246	17465	
301 TYNGSBOROUGH	485	0	1590	0	0	0	4178	6253	
304 UXBRIDGE	947	0	1874	0	0	0	5659	8480	
305 WAKEFIELD	2439	0	3816	1272	104	0	12635	20266	
307 WALPOLE	496	0	771	0	0	0	8631	9898	
308 WALTHAM	5665	1888	4171	1391	3732	1244	25718	43809	
309 WARE	1852	0	3285	1095	0	0	7850	14082	
310 WAREHAM	3518	0	9423	3141	0	0	12649	28731	
314 WATERTOWN	3808	0	3040	1014	0	0	9079	16941	
315 WAYLAND	1976	0	980	0	0	0	3783	6739	
316 WEBSTER	2837	0	4012	1337	0	0	11576	19762	
317 WELLESLEY	3482	0	1282	0	700	0	4941	10405	
321 WESTBOROUGH	243	0	544	0	0	0	3912	4699	

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322 WEST BOYLESTON	521	0	111	0	0	0	0	2215	2847
323 WEST BRIDGEWATER	231	0	528	0	0	0	0	3695	4454
325 WESTFIELD	5809	1936	12963	4321	368	0	0	34833	60230
326 WESTFORD	2038	0	3014	0	0	0	0	7215	12267
330 WESTON	46	0	105	0	0	0	0	1880	2031
331 WESTPORT	3005	0	6442	2148	0	0	0	6801	18396
332 WEST SPRINGFIELD	3222	1108	11479	3827	0	0	0	13228	32964
335 WESTWOOD	1221	0	88	0	0	0	0	3173	4482
336 WEYMOUTH	9283	3095	12898	4299	0	0	0	36818	66393
342 WILMINGTON	342	0	783	0	0	0	0	7534	8659
343 WINCHENDON	1191	0	2620	0	0	0	0	6344	10155
344 WINCHESTER	1061	0	479	0	0	0	0	5266	6806
346 WINTHROP	3460	0	2139	0	428	0	0	8616	14643
347 WOBURN	3402	1134	10789	3597	617	0	0	14353	33892
348 WORCESTER	34116	11372	78772	26257	17972	5991	0	106453	280933
406 NORTHAMPTON SMIT	2867	0	8130	2710	100	0	0	19332	33139
408 WORCESTER TRADE	16359	5453	86428	28809	4933	1644	0	48389	192015
600 ACTON BOXBOROUGH	3174	0	0	0	1218	0	0	8495	12887
603 ADAMS CHESHIRE	1992	0	2937	0	0	0	0	9901	14830
605 AMHERST PELHAM	3097	0	4149	1383	2939	0	0	18649	30217
610 ASHBURNHAM-WESTM	336	0	770	0	0	0	0	6460	7566
615 ATHOL-ROYALSTON	3443	0	4678	1559	0	0	0	9074	18754
618 BERKSHIRE HILLS	1974	0	2747	0	0	0	0	7214	11935
620 BERLIN BOYLSTON	236	0	380	0	0	0	0	2247	2863
622 BLACKSTONE MILLV	1778	0	1907	0	0	0	0	7187	10872
625 BRIDGEWATER-RAYN	1989	0	3219	0	0	0	0	15540	20748
635 CENTRAL BERKSHIR	1933	0	2738	0	0	0	0	8462	13133
640 CONCORD CARLISLE	430	0	540	0	0	0	0	5028	5998
645 DENNIS YARMOUTH	3807	0	5047	1682	0	0	0	10705	21241
650 DIGHTON REHOBOTH	2492	0	3835	1279	0	0	0	13287	20893
655 DOVER-SHERBORN	693	0	70	0	0	0	0	1771	2534
658 DUDLEY CHARLTON	1667	0	2666	0	615	0	0	11583	16531
660 NAUSET	1743	0	2777	0	0	0	0	4967	9487
665 FREETOWN LAKEVIL	1690	0	2898	0	0	0	0	11814	16402
670 FRONTIER	297	0	679	0	0	0	0	3963	4939
672 GATEWAY	1722	0	2535	0	195	0	0	7667	12119
673 GROTON-DUNSTABLE	471	0	824	0	0	0	0	4005	5300
674 GILL MONTAGUE	1988	0	3415	1138	0	0	0	7621	14162
675 HAMILTON WENHAM	1040	0	500	0	0	0	0	4892	6432
680 HAMPODEN WILBRAHA	1680	0	1372	0	0	0	0	8651	11703

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683 HAMPSHIRE	625	0	457	0	0	0	0	6266	7348
690 KING PHILIP	4862	1621	3113	1038	271	0	0	16560	27465
695 LINCOLN-SUDBURY	1894	0	615	0	0	0	0	7954	10463
700 MARTHA VINEYARD	1915	0	2279	0	0	0	0	2744	6938
705 MASCONOMET	3261	0	429	0	0	0	0	5594	9284
710 MENDON-UPTON	432	0	366	0	0	0	0	3480	4278
715 MCUNT GREYLOCK	739	0	1367	0	0	0	0	6570	8676
717 MOHAWK TRAIL	1686	0	3189	0	580	0	0	8179	13634
720 NARRAGANSETT	627	0	2538	0	0	0	0	6840	10005
725 NASHOBA	2453	0	2429	0	0	0	0	7780	12662
730 NORTHBORO-SOUTHB	659	0	563	0	0	0	0	7333	8555
735 NORT MIDDLESEX	2657	0	3385	1129	0	0	0	12444	19615
740 OLD ROCHESTER	1229	0	1475	0	0	0	0	6423	9127
745 PENTUCKET	1543	0	3545	0	0	0	0	8169	13257
750 PIONEER VALLEY	353	0	1000	0	0	0	0	3340	4693
751 PLYMOUTH CARVER	4122	1374	10256	3419	190	0	0	29773	49134
753 QUABBIN	911	0	3241	0	0	0	0	8323	12475
755 RALPH C MAHAR	2334	0	5652	1884	0	0	0	9939	19809
760 SILVER LAKE	4087	1363	8032	2677	0	0	0	23091	39250
765 SOUTHERN BERKSHI	562	0	1140	0	0	0	0	2350	4052
767 SPENCER EAST BRO	1094	0	4958	1653	0	0	0	8230	15935
770 TANTASQUA	2928	0	8179	2726	0	0	0	14911	28744
773 TRITON	1008	0	3667	1223	0	0	0	8356	14254
775 WACHUSETT	3061	0	3839	0	0	0	0	16904	23804
778 WARREN W BROOKFI	1508	0	3784	0	0	0	0	5573	10865
780 WHITMAN HANSON	3692	0	10396	3466	82	0	0	14797	32433
801 ASSABET VALLEY	9898	3299	27399	9133	0	0	0	23402	73131
805 BLACKSTONE VALLE	6768	2256	10081	3360	0	0	0	22906	45371
806 BLUE HILLS	9922	3308	10843	3614	231	0	0	20547	48465
810 BRISTOL PLYMOUTH	5425	1808	8858	2953	3989	1330	0	24567	48930
815 CAPE COD	7506	2502	11929	3976	0	0	0	11242	37155
818 FRANKLIN COUNTY	7667	2556	20147	6716	0	0	0	19512	56598
821 GREATER FALL RIV	7396	2465	9031	3010	463	0	0	44228	66593
823 GREATER LAWRENCE	13776	4592	39407	13136	4265	1422	0	62425	139023
825 GREATER NEW BEDF	13139	4380	13601	4534	11901	3967	0	76784	128306
828 GREATER LOWELL	23614	7872	75129	25043	8617	2873	0	67777	210925
829 SOUTH MIDDLESEX	9778	3259	8640	2880	1975	0	0	17915	44447
830 MINUTEMAN REG VO	11977	3992	3389	0	0	0	0	13059	32417
832 MONTACHUSETT	9979	3327	26293	8765	966	0	0	34852	84182
851 NORTHERN BERKSHI	3049	1016	10817	3606	0	0	0	17706	36194

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852 NASHOBA VALLEY V	6663	2288	3548	0	0	0	12526	25225	
853 NORTHEAST METROP	13010	4337	9636	3212	0	0	31819	62014	
854 NORTH SHORE REG	4747	1582	3550	1183	0	0	8201	19263	
855 OLD COLONY REG V	4345	1448	4656	1552	0	0	19107	31108	
860 PATHFINDER	4827	1609	7903	2635	0	0	17381	34355	
871 SHAWSHEEN VALLEY	11557	3852	2997	0	0	0	29083	47489	
872 SOUTHEASTERN	11104	3702	39046	13015	0	0	36814	103681	
873 SOUTH SHORE	4885	1628	10443	3481	0	0	12611	33048	
876 SOUTHERN WORCEST	10095	3365	13141	4381	0	0	30819	61801	
878 TRI COUNTY	9451	3150	4521	1507	0	0	16786	35415	
879 UPPER CAPE COD	5642	1881	8704	2902	0	0	13672	32802	
885 WHITTIER	9325	3108	11033	3678	0	0	33915	61059	
910 BRISTOL CCOUNTY A	2058	0	1843	0	0	0	8091	11992	
913 ESSEX AGR TECH	4113	1371	12319	4106	0	0	8612	30521	
915 NORFOLK CCOUNTY A	2824	0	3474	0	0	0	5760	12058	
1104 BERKSHIRE	5257	1752	18331	6111	3723	0	46591	81765	
1108 BRISTOL	9723	3241	26469	8823	3150	0	75278	126684	
1113 BUNKER HILL	30278	10093	43313	14438	10950	3650	181643	294365	
1116 CAPE COD	3216	1072	11256	3752	0	0	33970	53266	
1120 GREENFIELD	5833	1945	13204	4401	51	0	38077	63511	
1124 HOLYOKE	7390	2464	21082	7028	0	0	116166	154130	
1128 MASS. BAY	5364	1788	8225	2742	239	0	65982	84340	
1132 MASSASOIT	8532	2845	21859	7287	949	0	64271	105744	
1136 MIDDLESEX	9897	3299	20759	6920	346	0	78710	119931	
1140 MOUNT WACHUSETT	24335	8112	20821	6940	249	0	61402	121859	
1144 NORTHERN ESSEX	10267	3422	26212	8738	6078	2026	136265	193008	
1149 NORTH SHORE	20643	6881	24253	8084	436	0	102950	163247	
1154 QUINSIGAMOND	6199	2066	28954	9651	538	0	105991	153399	
1159 ROXBURY	7776	2592	29243	9748	9267	3089	126874	188589	
1164 SPRINGFIELD TECH	19396	6465	41494	13832	3356	1119	187557	273219	
235 QUINCY JR. COL.	3196	1065	12154	4052	267	0	53355	74089	
316 FRANKLIN INST	856	0	3631	0	0	0	36626	41113	

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1 ABINGTON	2769	0	3304	1102	0	0	0	8983	16158
5 AGAWAM	2010	0	3439	0	0	0	0	9212	14661
7 AMESBURY	977	0	6877	2292	0	0	0	11234	21380
9 ANDOVER	3423	0	263	0	525	0	0	7802	12013
10 ARLINGTON	4081	1360	3391	0	2301	0	0	15290	26423
14 ASHLAND	366	0	839	0	0	0	0	572	1777
16 ATTLEBORO	7715	2572	28384	9462	1987	0	0	40709	90829
17 AUBURN	642	0	1066	0	0	0	0	1157	2865
18 AVON	539	0	475	0	0	0	0	990	2004
19 AYER	767	0	1690	0	99	0	0	2728	5284
20 BARNSTABLE	3524	0	0	0	5454	1818	0	10302	21098
23 BEDFORD	1602	0	635	0	0	0	0	4338	6575
24 BELCHERTOWN	525	0	1161	0	0	0	0	3145	4831
25 BELLINGHAM	874	0	5467	1823	0	0	0	10428	18592
26 BELMONT	908	0	594	0	446	0	0	2008	3956
30 BEVERLY	6469	2157	8028	2676	0	0	0	19769	39099
31 BILLERICA	3043	0	6763	2255	173	0	0	17023	29257
35 BOSTON	138655	46219	273908	91303	77335	25779	0	267648	920847
36 BOURNE	3227	0	4436	1479	0	0	0	6140	15282
40 BRAintree	3678	0	5640	1880	0	0	0	11569	22767
44 BROCKTON	17608	5870	36744	12248	3266	0	0	31008	106744
46 BROOKLINE	5676	1892	13720	4573	6241	2081	0	11425	45608
48 BURLINGTON	727	0	1449	0	0	0	0	5197	7373
49 CAMBRIDGE	9220	3074	14911	4971	5461	1820	0	35030	74487
50 CANTON	1759	0	3293	0	0	0	0	4617	9669
55 CHATHAM	431	0	336	0	0	0	0	48	815
56 CHELMSFORD	2585	0	937	0	0	0	0	13052	16574
57 CHELSEA	8386	2795	36366	12122	8521	2840	0	24200	95230
61 CHICOPEE	8509	2836	26474	8825	1429	0	0	53886	101959
64 CLINTON	2201	0	3690	0	651	0	0	4380	10922
65 COHASSET	92	0	211	0	0	0	0	1512	1815
71 DANVERS	1444	0	2755	0	0	0	0	6342	10541
72 DARTMOUTH	1713	0	3924	0	0	0	0	4602	10239
73 DEDHAM	1631	0	2354	0	0	0	0	6896	10881
77 DOUGLAS	210	0	820	0	0	0	0	460	1490
79 DRACUT	5806	1935	1160	0	0	0	0	11915	20816
82 DUXBURY	875	0	663	0	0	0	0	1198	2736
83 EAST BRIDGEWATER	965	0	803	0	0	0	0	4344	6112
86 EASTHAMPTON	1738	0	5314	1771	299	0	0	9406	18528
87 EAST LONGMEADOW	2075	0	961	0	0	0	0	4902	7938

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88 EASTON	605	0	1386	0	0	0		11248	13239
93 EVERETT	5323	1775	9312	3104	303	0		23236	43053
94 FAIRHAVEN	1307	0	5351	1784	100	0		3755	12297
95 FALL RIVER	15032	5011	34147	11382	19600	6534		49005	140711
96 FALMOUTH	4274	1425	11126	3709	767	0		12596	33897
97 FITCHBURG	4869	1623	13747	4582	3077	0		18743	46641
99 FOXBOROUGH	1999	0	1221	0	0	0		3683	6903
100 FRAMINGHAM	3955	1319	3444	1148	3061	0		16615	29542
101 FRANKLIN	568	0	5273	1758	0	0		4185	12184
103 GARDNER	2997	0	8834	2945	291	0		13855	28922
105 GEORGETOWN	605	0	194	0	0	0		1802	2601
107 GLOUCESTER	3737	1246	6432	2144	0	0		12179	25738
110 GRAFTON	216	0	563	0	0	0		609	1388
111 GRANBY	931	0	1192	0	239	0		2094	4456
114 GREENFIELD	3190	0	5065	1689	0	0		5809	15753
117 HADLEY	156	0	33	0	0	0		981	1170
122 HANOVER	387	0	1037	0	0	0		3216	4640
125 HARVARD	435	0	353	0	212	0		2520	3520
126 HARWICH	616	0	1410	0	0	0		2697	4723
127 HATFIELD	104	0	209	0	0	0		3161	3474
128 HAVERHILL	5258	1753	15549	5183	314	0		26574	54631
131 HINGHAM	3180	0	1487	0	248	0		6645	11560
133 HOLBROCK	1089	0	3600	0	0	0		4736	9425
136 HOLLISTON	282	0	824	0	0	0		5636	6742
137 HOLYOKE	17864	5955	47227	15743	1044	0		31906	119739
138 HOPEDALE	220	0	400	0	200	0		1694	2514
139 HOPKINGTON	241	0	294	0	0	0		506	1041
141 HUDSON	1299	0	2040	0	1391	0		3370	8100
142 HULL	3912	0	9259	3087	0	0		9852	26110
144 IPSWICH	1269	0	848	0	0	0		2092	4209
149 LAWRENCE	15425	5142	51719	17240	5326	1775		41060	137687
150 LEE	3098	0	4645	1549	0	0		2794	12086
151 LEICESTER	1046	0	3760	0	0	0		2672	7478
152 LENOX	404	0	452	0	0	0		1006	1862
153 LEOMINSTER	5975	1992	11116	3706	0	0		24147	46936
155 LEXINGTON	3771	1257	578	0	0	0		5288	10894
158 LITTLETON	64	0	146	0	0	0		2942	3152
159 LONGMEADOW	2258	0	189	0	0	0		4448	6895
160 LOWELL	20748	6916	37072	12358	27804	9268		50478	164644
161 LUDLOW	3060	0	1701	0	0	0		8116	12877

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162 LUNENBURG	1367	0	3886	1295	0	0	0	5339	11887
163 LYNN	18326	6109	30137	10046	12600	4200	0	86365	167783
164 LYNNFIELD	192	0	223	0	0	0	0	990	1405
165 MALDEN	7086	2362	12426	4142	3407	1136	0	33042	63601
166 MANCHESTER	189	0	136	0	0	0	0	123	448
167 MANSFIELD	1475	0	782	0	783	0	0	4895	7935
168 MARBLEHEAD	232	0	532	0	0	0	0	3059	3823
170 MARLBOROUGH	2471	0	3060	0	0	0	0	7060	12591
171 MARSHFIELD	2999	0	5896	1966	0	0	0	9073	19934
174 MAYNARD	538	0	1231	0	0	0	0	2422	4191
175 MEDFIELD	668	0	230	0	0	0	0	3977	4875
176 MEDFORD	6860	2287	8919	2973	317	0	0	33994	55350
177 MEDWAY	1105	0	1872	0	0	0	0	3290	6267
178 MELROSE	3562	1188	6983	2328	0	0	0	10915	24976
181 METHUEN	3145	0	4239	1413	942	0	0	17489	27228
182 MIDDLEBOROUGH	4141	1381	6217	2073	0	0	0	18502	32314
185 MILFORD	3690	1230	7136	2379	1610	0	0	18933	34978
186 MILLBURY	1028	0	1597	0	0	0	0	3724	6349
187 MILLIS	1229	0	351	0	0	0	0	3156	4736
189 MILTON	1883	0	3214	0	0	0	0	1841	6938
191 MONSON	1050	0	766	0	0	0	0	6389	8205
197 NANTUCKET	158	0	362	0	0	0	0	270	790
198 NATICK	4328	1443	3115	0	156	0	0	9571	18613
199 NEEDHAM	1496	0	719	0	0	0	0	4135	6350
201 NEW BEDFORD	17778	5926	38266	12756	8405	2802	0	50191	136124
204 NEWBURYPORT	2072	0	2579	0	0	0	0	2233	6884
207 NEWTON	7870	2624	14116	4706	866	0	0	21661	51843
209 NORTH ADAMS	3547	1183	8122	2708	0	0	0	7883	23443
210 NORTHAMPTON	2965	0	4758	1586	0	0	0	7901	17210
211 NORTH ANDOVER	1269	0	925	0	925	0	0	3727	6846
212 NORTH ATTLEBOROU	1062	0	6055	2018	0	0	0	8771	17906
214 NORTHBRIDGE	951	0	2301	0	0	0	0	4461	7713
215 NORTH BROCKFIELD	420	0	1056	0	0	0	0	4001	5477
217 NORTH READING	145	0	574	0	574	0	0	4526	5819
218 NORITON	726	0	1663	0	0	0	0	5731	8120
219 NORWELL	1802	0	337	0	0	0	0	1061	3200
220 NORWOOD	1671	0	3723	1241	108	0	0	2840	9583
226 OXFORD	4465	1488	5365	1789	0	0	0	8948	22055
227 PALMER	1158	0	1873	0	468	0	0	4506	8005
229 PEABODY	7492	2497	14584	4861	2057	0	0	24126	55617

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236 PITTSFIELD	10565	3522	18808	6269	3700	0		39993	82857
242 PROVINCETOWN	950	0	1011	0	0	0		1199	3160
243 QUINCY	16446	5482	14960	4987	3787	1263		54445	101370
244 RANDOLPH	3155	1052	3772	0	3364	0		12988	24331
246 READING	762	0	1124	0	0	0		514	2400
248 REVERE	5026	1676	12721	4240	3922	1307		20685	49577
251 ROCKLAND	1987	0	7576	2526	0	0		9604	21693
252 ROCKPORT	207	0	415	0	0	0		2441	3063
258 SALEM	6187	2062	12947	4316	3596	0		19864	48972
261 SANDWICH	509	0	4678	1559	0	0		5224	11970
262 SAUGUS	2975	0	4491	1497	0	0		12832	21795
264 SCITUATE	2492	0	3335	1112	329	0		3555	10823
265 SEEKONK	2086	0	1353	0	0	0		4326	7765
266 SHARON	148	0	339	0	0	0		4647	5134
271 SHREWSBURY	817	0	788	0	0	0		6554	8159
273 SOMERSET	3151	0	3196	1065	0	0		10232	17644
274 SOMERVILLE	9233	3078	30650	10217	1771	0		59562	114511
277 SOUTHBRIDGE	4081	1361	7642	2547	3101	0		6930	25662
278 SOUTH HADLEY	2457	0	1621	0	0	0		6941	11019
279 SOUTHWICK	855	0	1308	0	0	0		6112	8275
281 SPRINGFIELD	47998	16000	142851	47617	7479	2493		159117	423555
284 STONEHAM	2940	0	3373	1125	0	0		8106	15544
285 STOUGHTON	1311	0	4514	1505	0	0		13149	20479
290 SUTTON	505	0	1363	0	0	0		2541	4409
291 SWAMPSCOTT	1458	0	849	0	0	0		4463	6770
292 SWANSEA	2957	0	1791	0	0	0		11972	16720
293 TAUNTON	4864	1621	14668	4889	2581	0		12257	40880
295 TEWKSBURY	1686	0	1533	0	0	0		17172	20391
301 TYNGSBOROUGH	485	0	1590	0	0	0		4628	6703
304 UXBRIDGE	947	0	1874	0	0	0		4291	7112
305 WAKEFIELD	2439	0	3816	1272	104	0		15839	23470
307 WALPOLE	496	0	771	0	0	0		1086	2353
308 WALTHAM	5665	1888	4171	1391	3732	1244		28122	46213
309 WARE	1852	0	3285	1095	0	0		6662	12894
310 WAREHAM	3518	0	9423	3141	0	0		14326	30408
314 WATERTOWN	3808	0	3040	1014	0	0		6585	14447
315 WAYLAND	1976	0	980	0	0	0		2665	5621
316 WEBSTER	2837	0	4012	1337	0	0		6847	15033
317 WELLESLEY	3482	0	1282	0	700	0		3657	9121
321 WESTBOROUGH	243	0	544	0	0	0		2381	3168

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322 WEST BOYLESTON	521	0	111	0	0	0	0	2060	2692
323 WEST BRIDGEWATER	231	0	528	0	0	0	0	4156	4915
325 WESTFIELD	5809	1936	12963	4321	368	0	0	22968	48365
326 WESTFORD	2038	0	3014	0	0	0	0	4917	9969
330 WESTON	46	0	105	0	0	0	0	1730	1881
331 WESTPORT	3005	0	6442	2148	0	0	0	5116	16711
332 WEST SPRINGFIELD	3322	1108	11479	3827	0	0	0	8401	28137
335 WESTWOOD	1221	0	88	0	0	0	0	1523	2832
336 WEYMOUTH	5283	3095	12898	4299	0	0	0	34349	63924
342 WILMINGTON	342	0	783	0	0	0	0	9297	10422
343 WINCHENDON	1191	0	2620	0	0	0	0	2014	5825
344 WINCHESTER	1061	0	479	0	0	0	0	1511	3051
346 WINTHROP	3460	0	2139	0	428	0	0	6293	12320
347 WGBURN	3402	1134	10789	3597	617	0	0	10851	30390
348 WORCESTER	34116	11372	78772	26257	17972	5991	0	117404	291884
406 NORTHAMPTON SMIT	2867	0	8130	2710	100	0	0	35593	49400
408 WORCESTER TRADE	16359	5453	86428	28809	4933	1644	0	87663	231289
600 ACTON BOXBOROUGH	3174	0	0	0	1218	0	0	5030	9422
603 ADAMS CHESHIRE	1992	0	2937	0	0	0	0	7512	12441
605 AMHERST PELHAM	3097	0	4149	1383	2939	0	0	5556	17124
610 ASHBURNHAM-WESTM	336	0	770	0	0	0	0	1150	2256
615 ATHOL-ROYALSTON	3443	0	4678	1559	0	0	0	7537	17217
618 BERKSHIRE HILLS	1974	0	2747	0	0	0	0	3860	8581
620 BERLIN BOYLSTON	236	0	380	0	0	0	0	850	1466
622 BLACKSTONE MILLY	1778	0	1907	0	0	0	0	5741	9426
625 BRIDGEWATER-RAYN	1989	0	3219	0	0	0	0	12811	18019
635 CENTRAL BERKSHIR	1933	0	2738	0	0	0	0	5734	10405
640 CONCORD CARLISLE	430	0	540	0	0	0	0	650	1620
645 DENNIS YARMOUTH	3807	0	5047	1682	0	0	0	6310	16846
650 DIGHTON REHOBOTH	2492	0	3835	1279	0	0	0	15296	22902
655 DOVER-SHERBORN	693	0	70	0	0	0	0	627	1390
658 DUDLEY CHARLTON	1667	0	2666	0	615	0	0	9363	14311
660 NAUSET	1743	0	2777	0	0	0	0	1851	6371
665 FREETOWN LAKEVIL	1690	0	2898	0	0	0	0	5793	10381
670 FRONTIER	297	0	679	0	0	0	0	1845	2821
672 GATEWAY	1722	0	2535	0	195	0	0	4012	8464
673 GROTON-DUNSTABLE	471	0	824	0	0	0	0	3052	4347
674 GILL MONTAGUE	1988	0	3415	1138	0	0	0	1867	8408
675 HAMILTON WENHAM	1040	0	500	0	0	0	0	3332	4872
680 HAMPDEN WILBRAHA	1680	0	1372	0	0	0	0	5229	8281

DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY 1990 CARL PERKINS ACT ALLOCATIONS

SYSTEM	HANDICAP SKILLS	HANDICAP GUIDANCE	DISADVNTG SKILLS	DISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
783 HAMPSHIRE	625	0	457	0	0	0	0	5155	6237
790 KING PHILIP	4862	1621	3113	1038	271	0	0	21424	32329
795 LINCOLN-SUDBURY	1894	0	615	0	0	0	0	3733	6242
800 MARTHAS VINEYARD	1915	0	2279	0	0	0	0	2073	6267
805 MASCONOMET	3261	0	429	0	0	0	0	2660	6350
810 MENDON-UPTON	432	0	366	0	0	0	0	1281	2079
815 MCUNT GREYLOCK	739	0	1367	0	0	0	0	5309	7415
817 MOHAWK TRAIL	1686	0	3189	0	580	0	0	2074	7529
820 NARRAGANSETT	627	0	2538	0	0	0	0	3587	6752
825 NASHCBA	2453	0	2429	0	0	0	0	4451	9333
830 NORTHBROOK-SOUTH	659	0	563	0	0	0	0	3354	4576
835 NORTH MIDDLESEX	2657	0	3385	1129	0	0	0	10272	17443
840 OLD ROCHESTER	1229	0	1475	0	0	0	0	562	3266
845 PENTUCKET	1543	0	3545	0	0	0	0	7138	12226
850 PIONEER VALLEY	353	0	1000	0	0	0	0	1089	2442
851 PLYMOUTH CARVER	4122	1374	10256	3419	190	0	0	14798	34159
853 QUABBIN	911	0	3241	0	0	0	0	7082	11234
855 RALPH C MAHAR	2334	0	5652	1884	0	0	0	3981	13851
860 SILVER LAKE	4087	1363	8032	2677	0	0	0	24814	40973
865 SOUTHERN BERKSHI	562	0	1140	0	0	0	0	156	1858
867 SPENCER EAST BRO	1094	0	4958	1653	0	0	0	7576	15281
870 TANTASQUA	2928	0	8179	2726	0	0	0	14125	27958
873 TRITON	1008	0	3667	1223	0	0	0	5532	11430
875 WACHUSETT	3061	0	3839	0	0	0	0	11946	18846
878 WARREN W BROOKFI	1508	0	3784	0	0	0	0	3244	8536
880 WHITMAN HANSON	3692	0	10396	3466	82	0	0	17562	35198
881 ASSABET VALLEY	9898	3299	27399	9133	0	0	0	44162	93891
885 BLACKSTONE VALLE	6768	2256	10081	3360	0	0	0	42690	65155
886 BLUE HILLS	9922	3308	10843	3614	231	0	0	42485	70403
890 BRISTOL PLYMOUTH	5425	1808	8858	2953	3989	1330	0	45075	69438
895 CAPE COD	7506	2502	11929	3976	0	0	0	22175	48088
898 FRANKLIN COUNTY	7667	2556	20147	6716	0	0	0	36688	73774
899 GREATER FALL RIV	7396	2465	9031	3010	463	0	0	78637	101002
900 GREATER LAWRENCE	13776	4592	39407	13136	4265	1422	0	117543	194141
905 GREATER NEW BEDF	13139	4380	13601	4534	11901	3967	0	139537	191059
910 GREATER LOWELL	23614	7872	75129	25043	8617	2873	0	123234	266382
915 SOUTH MIDDLESEX	9778	3259	8640	2880	1975	0	0	32375	58907
920 MINUTEMAN REG VO	11977	3992	3389	0	0	0	0	25494	44852
925 MONTACHUSETT	9979	2327	26293	8765	966	0	0	63075	112405
930 NORTHERN BERKSHI	3049	1016	10817	3606	0	0	0	32607	51095

APRIL 8, 1988

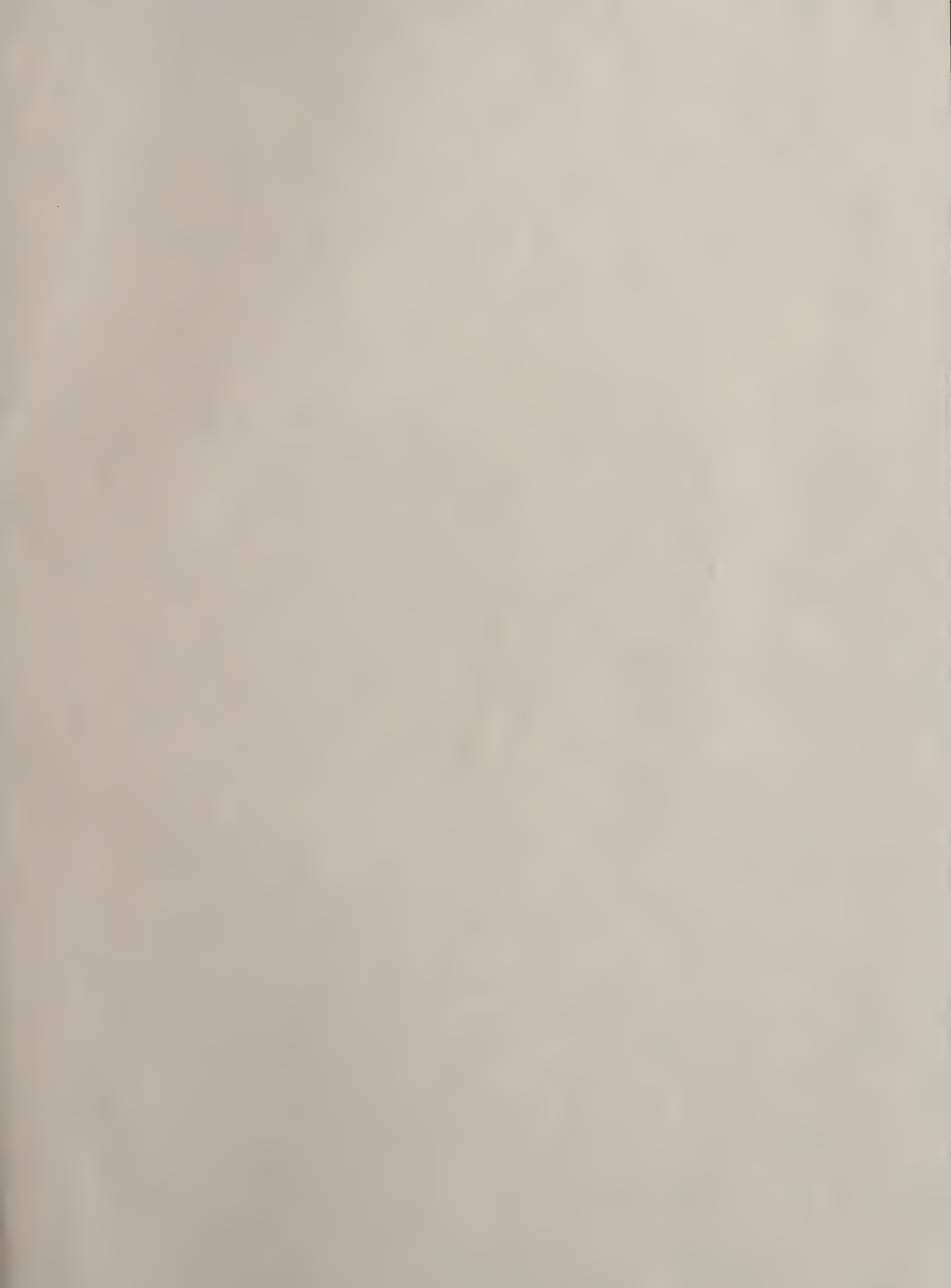
COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY 1990 CARL PERKINS ACT ALLOCATIONS

SYSTEM	HANICAP SKILLS	HANICAP GUIDANCE	DISADVNTG SKILLS	CISADVNTG GUIDANCE	LIM ENG SKILLS	LIM ENG GUIDANCE	SINGLE PARENT	PROGRAM EXPANSN	TOTAL
852 NASHOBA VALLEY V	6863	2288	3548	0	0	0		23886	36585
853 NORTHEAST METROP	13010	4337	9636	3212	0	0		57739	87934
854 NORTH SHORE REG	4747	1582	3550	1183	0	0		13968	25030
855 OLD COLONY REG V	4345	1448	4656	1552	0	0		34216	46217
860 PATHFINDER	4827	1609	7903	2635	0	0		31730	48704
871 SHAWSHEEN VALLEY	11557	3952	2997	0	0	0		54623	73029
872 SOUTHEASTERN	11104	3702	39046	13015	0	0		66595	133462
873 SOUTH SHORE	4885	1628	10443	3481	0	0		23768	44205
876 SOUTHERN WORCEST	10095	3365	13141	4381	0	0		55664	86646
878 TRI COUNTY	9451	3150	4521	1507	0	0		31793	50422
879 UPPER CAPE COD	5643	1881	8704	2902	0	0		25419	44549
885 WHITTIER	9325	3108	11033	3678	0	0		59393	86537
910 BRISTOL COUNTY A	2058	0	1843	0	0	0		14831	18732
913 ESSEX AGR TECH	4113	1371	12319	4106	0	0		15268	37177
915 NORFOLK COUNTY A	2824	0	3474	0	0	0		9803	16101
3104 BERKSHIRE	5257	1752	18331	6111	3723	0	46591		81765
3108 BRISTOL	9723	3241	26469	8823	3150	0	75278		126684
3113 BUNKER HILL	30278	10093	43313	14438	10950	3650	181643		294365
3116 CAPE COD	3216	1072	11256	3752	0	0	33970		53266
3120 GREENFIELD	5833	1945	13204	4401	51	0	38077		63511
3124 HOLYOKE	7390	2464	21082	7028	0	0	116166		154130
3128 MASS. BAY	5364	1788	8225	2742	239	0	65982		84340
3132 MASSASOIT	8533	2845	21859	7287	949	0	64271		105744
3136 MIDDLESEX	9897	3299	20759	6920	346	0	78710		119931
3140 MOUNT WACHUSETT	24335	8112	20821	6940	249	0	61402		121859
3144 NORTHERN ESSEX	10267	3422	26212	8738	6078	2026	136265		193008
3149 NORTH SHORE	20643	6881	24253	8084	436	0	102950		163247
3154 QUINSIGAMOND	6199	2066	28954	9651	538	0	105991		153399
3159 ROXBURY	7776	2592	29243	9748	9267	3089	126874		188589
3164 SPRINGFIELD TECH	19396	6465	41494	13832	3356	1119	187557		273219
3235 QUINCY JR. COL.	3196	1065	12154	4052	267	0	53355		74089
3316 FRANKLIN INST	856	0	3631	0	0	0	36626		41113

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